

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Thursday, January 14, 2016

SUBJECT	DESCRIPTION	PRESENTER
	Organizational Meeting	

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow
Vice Chairman VanOrden	Rep Gestrin
Rep Shepherd	Rep Harris
Rep Wills	Rep Mendive
Rep Boyle	Rep McDonald

Rep Dixon
Rep Kerby
Rep Pence
Rep Kloc
Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Thursday, January 14, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Kloc, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Rubel

**ABSENT/
EXCUSED:** Representative Kloc

GUESTS: Phil Homer, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Helen Price, Idaho Association of School Administrators; Robin Nettinga, Idaho Education Association; Dave Herbison, Idaho Education Association; Clark Corbin, Educational News; Tracie Bent, State Board of Education; Blake Youde, State Board of Education; Tim Corder, State Department of Education; Jess Hamson, Idaho School Boards Association; Marilyn Whitney, Governor's Office

Chairman DeMordaunt called the meeting to order at 9:01 a.m. He introduced the secretary and the page assigned to the committee, and said he believed the committee had done good work last session. He encouraged those present to spend time looking at the budget from the governor's office.

Vice Chairman VanOrden explained who would be on subcommittees, and who would chair the committees. They are the following: Committee 1 (SDE Administrative Rules Dockets Nos. 08-0202-1504, 08-0203-1508, 08-0203-1510) consists of **Rep. Kerby** (chair), **Rep. Gestrin**, **Rep. Wills**, **Rep. Mendive**, and **Rep. Rubel**. Committee 2 (SBOE Administrative Rules Dockets Nos. 47-0101-1501, 08-0109-1501, 08-0113-1501) consists of **Rep. Dixon** (chair), **Rep. McDonald**, **Rep. Harris**, and **Rep. Pence**. Committee 3 (SBOE Administrative Rules Dockets Nos. 08-0201-1501, 08-0201-1502, 08-0203-1505, 08-0203-1507, 08-0501-1501) consists of **Rep. Clow** (chair), **Rep. Boyle**, **Rep. Shepherd**, and **Rep. Kloc**. Vice Chairman VanOrden said she thought the committee should be done reviewing administrative rules by January 22nd at the latest.

Chairman DeMordaunt invited the committee to the Imagine Learning Demonstrations at Garfield Elementary at 9:00 a.m. on January 15, 2016. He said the committee would be reviewing Administrative Rules as a whole committee at the next meeting.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 9:12 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Monday, January 18, 2016

SUBJECT	DESCRIPTION	PRESENTER
Docket 08-0203-1503	Rules Governing Thoroughness	Tim Corder, State Dept. of Education
Docket 08-0203-1506	Rules Governing Thoroughness	Tim Corder, State Dept. of Education
Docket 08-0203-1511	Rules Governing Thoroughness	Tim Corder, State Dept. of Education
Docket 08-0202-1501	Rules Governing Uniformity	Tracie Bent, State Board of Education

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Monday, January 18, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Tim Corder, Sherri Ybarra, Charlie Silva, Lisa Colon, State Department of Education; Robin Nettinga, Dave Harbis, Matt Compton, Idaho Education Association; Phil Homer, Helen Price, Rob Winslow, Idaho Association of School Administrators; Troy Rohn, Boise School District; Harold Ott, Idaho Rural School Administrators; Clark Corbin, Education News; Blake Youde, State Board of Education; Ken Echevarria, Idaho School Boards Association; Mark Browns, North Idaho College; Carter Gustafson, student

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

Chairman DeMordaunt turned the gavel over to **Vice Chairman VanOrden**.

MOTION: **Rep. Rubel** made a motion to approve the minutes of the January 14, 2016, meeting. **Motion carried by voice vote.**

DOCKET NOS. **Tim Corder**, State Department of Education, explained that the department would like the committee to reject **Docket Nos. 08-0203-1503, 08-0203-1506** and **08-0203-1511**, because of an incorrect date. The department will re-draft the rules with the correct dates.

MOTION: **Rep. Wills** made a motion to reject **Docket No. 08-0203-1503**. **Motion carried by voice vote.**

MOTION: **Rep. Kloc** made a motion to reject **Docket 08-0203-1506**. **Motion carried by voice vote.**

MOTION: **Rep. Pence** made a motion to reject **Docket 08-0203-1511**. **Motion carried by voice vote.**

DOCKET NO. **Tracie Bent**, State Board of Education, spoke to **Docket No. 08-0202-1501**. She explained that, after going through the negotiated rule-making process, the parties had arrived at consensus on all parts but one. The majority of the changes are the re-ordering and re-organization of the certification requirements, to put them in the same section of code for easier reference. New terms, "professional learning plan" and "student learning objective," were added during the last legislative session, and the Docket adds more clarification to those terms.

Ms. Bent explained the sections of the Docket which did not have consensus during the negotiated rule making process were the sections related to alternate routes to teaching certification. The Board tried to balance solving the problem some districts, especially rural ones, have of filling certain teaching positions, and the concern about not putting less-qualified or unqualified people in teaching positions.

In response to questions from the committee, **Ms. Bent** explained the term "less-closely compatible" to an endorsement area means that if a teacher has an endorsement for one content area, he could demonstrate he is also qualified to teach a closely-related content area. In order to access the alternate route to certification, a district must show it has an emergency need for that position.

The original goal of the State Board of Education was to make a higher requirement for certification, but it was told that this would make it too difficult for some districts to fill positions. The Board decided that, in emergency cases, requests for a provisional certificate can be forwarded to the State Board of Education for approval. The intent is to allow more flexibility to the school district.

Ms. Bent told the committee that the Idaho Education Association had agreed to disagree with the changes to alternate certification routes at this time. Both the State Board of Education and the Idaho Education Association agree that having a quality teacher in the classroom is very important. However, they have agreed that, for the time, having a less-qualified person in the classroom is better than having nobody to fill a classroom position.

She explained that a teacher is allowed the alternate route to certification for only one year. Within that year, the teacher must complete the state-approved mentor requirement and pedagogy assessment. The three hardest positions to fill are math, special education, and positions requiring a qualified PTE endorsement, but some districts may experience difficulty filling other positions as well.

In response to concerns regarding the use of alternate routes to certification becoming the norm, rather than used only for emergencies, **Ms. Bent** said she feels the new language would limit that scenario, and the Board will propose changes next year to make the use of alternate routes to certification more strategic. One alternate route is for teachers who already have an endorsement in a content area to add an endorsement in a similar content area. The other alternate route is for someone who has content knowledge, but no teaching certification, to become certified.

Matt Compton, Idaho Education Association, testified **in opposition** to the alternative certification section of the rule, and asked the committee to reject it. The Idaho Education Association feels the terms "highly and uniquely qualified" and "uniquely qualified" are too vague and subject to multiple interpretations and applications. The term "demonstrated content knowledge" is also vague. The vague terms could present a problem for districts when they make hiring decisions. He gave an example of a district which recently asked for an alternative certification for a job applicant, passing over another job applicant who possessed the proper certification. The Association believes that not clarifying terms and standards can create unintentional difficulties and challenges regarding employment decisions, and that the flexibility put into the rules will create more problems than it solves.

Mr. Compton added that the Idaho Education Association understands the dilemma school districts face, and the difficulty of finding teaching candidates. However, he believes this rule should require a threshold level of actual demonstrable need before seeking an alternative route certification, or this exception will become the norm, and a university-educated teacher the exception. The Association believes that the state should not be implementing policy which lowers the bar for those entering the classrooms to work with students, at the same time it is raising expectations for both teachers and students.

MOTION:

Rep. DeMordaunt made a motion to approve **Docket No. 08-0202-1501**. **Motion carried by voice vote.**

Vice Chairman VanOrden turned the gavel over to **Chairman DeMordaunt**.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 10:27 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
KERBY SUBCOMMITTEE
Administrative Rules
9:00 A.M.
Room EW41
Tuesday, January 19, 2016

DOCKET NO.	DESCRIPTION	PRESENTER
Docket No. 08-0203-1510	Physical Education Standards	Tim Corder, SDE
Docket No. 08-0203-1508	Compliance with IDEA	Dr. Charlie Silva
Docket No. 08-0202-1504	Certification of Professional Personnel	Lisa Co'lon

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Kerby
Vice Chairman Mendive
Rep.Gestrin
Rep.Wills
Rep.Rubel

COMMITTEE SECRETARY

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MINUTES
HOUSE EDUCATION COMMITTEE
KERBY SUBCOMMITTEE
Administrative Rules

DATE: Tuesday, January 19, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman Kerby, Vice Chairman Mendive, Representatives Gestrin, Wills, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Chris Taylor, Troy Rohn, Boise School District; Lisa Colon, Charlie Silva, Tim Corder, State Department of Education; Rob Winslow; Dale Klienert; Robin Nettinga, Idaho Education Association; Murua Jedry; Marilyn Whitney, Governor's Office

Chairman Kerby called the meeting to order at 9:00 a.m.

DOCKET NO. 08-0203-1510: **Tim Corder**, State Department of Education, explained this rule codifies current practice and would include the subject of Physical Education in the list of courses for curricular review.

MOTION: **Rep. Gestrin** made a motion to recommend approval of **Docket No. 08-0203-1510** to the full committee. **Motion carried by voice vote.**

DOCKET NO. 08-0203-1508: **Charlie Silva**, State Department of Education, noted the Individuals with Disabilities Education Act (IDEA) requires that states and districts establish policies, procedures and criteria for special education that is consistent with federal regulations. Idaho has incorrectly revised the time line in violation with IDEA. The change brings the department into compliance with IDEA.

MOTION: **Rep. Mendive** made a motion to recommend approval of **Docket No. 08-0203-1508** to the full committee. **Motion carried by voice vote.**

DOCKET NO. 08-0202-1504: **Lisa Co'lon**, State Department of Education, explained the Idaho Standards for the Initial Certification of Professional School Personnel approval date was updated.

MOTION: **Rep. Wills** made a motion to recommend approval of **Docket No. 08-0202-1504** to the full committee. **Motion carried by voice vote.**

ADJOURN: There being no further business to come before the committee, the meeting adjourned at 9:15 a.m.

Representative Kerby
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Wednesday, January 20, 2016

SUBJECT	DESCRIPTION	PRESENTER
	Mastery-based Education	Superintendent Ybarra, State Department of Education
	Mastery-based Education	Kuna Middle School: Monique Gafford, Shelby Harris, Kevin Murphy, Amber Obert, Deb McGrath

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Wednesday, January 20, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Jennifer Poon, Stephen Bowen, Council of Chief State School Officers; Superintendent Sherri Ybarra, Michelle Taylor, State Department of Education; Carlie Foster, Lobby Idaho; Blake Youde, State Board of Education; Clark Corbin, Educational News; Harold Ott, Idaho Rural Schools Association; Helen Price, Idaho Association of School Administrators; Ann Farris, Lisa Roberts, Amy Kohlmeier, Boise Schools; Kevin Murphy, Rhonda Johnson, Shelby Harris, Abigail Crawford, Stephanie Crawford, Kuna Schools

Chairman DeMordaunt called the meeting to order at 9:01 a.m. He welcomed the speakers and Superintendent **Sherri Ybarra**.

Superintendent Ybarra introduced the presenters from CCSSO, and explained that they would provide a national perspective on mastery-based education and a concrete view of how it looks in classrooms.

Jennifer Poon and **Stephen Bowen** of CCSSO said their presentation would describe what mastery-based education means, and why the country is seeing so much movement towards it, and answer the question of what the state's role is in moving the model forward.

Ms. Poon said the Idaho definition of mastery-based learning can be found in **H 110**, which says "An education system where student progress is based upon a student's demonstration of mastery of competencies and content, not seat time or the age or grade level of the student."

Components which are important to ensure the success of mastery-based learning are the following: a program anchored in high expectations based on real-world knowledge and skills, student agency, personalized learning geared to students' interests and needs, a comprehensive system of support, learning extended past the classroom, performance-based learning, world-class knowledge and skills, and performance-based learning. If students are working at different paces, the comprehensive systems of support are important.

To support mastery-based learning, states should define and systemize college and career readiness consistent with deeper learning, enable personalized learning, and prepare the educator workforce, so that all students can succeed. States should establish balanced systems of assessment to meaningfully measure college and career readiness, and anchor accountability in college and career readiness. States will also need to develop seamless pathways to college and career.

Mastery-based learning is compelling, because students are neither lost nor bored. Learning is optimally paced and provides what each student needs. Students aren't passed along grade to grade, despite missing large swaths of information. They are asked to keep working until they can demonstrate mastery of each concept. Students' learning gaps are not ignored. By using real-time data and technological supports, students and teachers know exactly what students have and have not mastered. Students take greater ownership and investment in their education, because learning is relevant and connected to their interests. They don't just learn academic facts. Instead, they develop skills such as problem solving, collaboration, communication, initiative, and self-determination.

In response to questions from the committee, **Mr. Bowen** said in the mastery-based learning model, learning concepts is important, not the time spent in a class or grade level. Additional flexibility is needed. For example, one principal wants to eliminate the bell schedule. The grading is not a traditional letter grade or a pass-fail grading system. Instead, a measurement of one to four is used, with three being complete mastery of a concept. In the current grading system, a C- in algebra may mean some concepts are mastered, but others are very weak, or it may mean that the student has a slightly weak grasp of all of the concepts. In the mastery-based learning model, students work until they attain a grade of three on a concept.

In response to questions from the committee concerning evidence that this model works better, **Ms. Poon** said a study by the Rand Institute using charter organizations which use this model found tremendous outcomes. A school district in California is also tracking the success of students after graduation.

In response to questions about students who struggle, **Mr. Bowen** said that there does need to be support structures in place to support them, but the number of students identified as having learning disabilities plunged in schools adopting a mastery-based learning model. He believes learning disabilities may be related to the pacing of instruction. **Ms. Poon** added that students who study in traditional systems accelerate faster and don't have to repeat an entire course, when only some pieces were not mastered. Students who were prone to disturbing class don't in this model.

In response to a question regarding how the model affects curriculum design, **Mr. Bowen** said curriculums do not have to be completely re-designed. However, schools must work on getting concepts in the right order and aligning them with the state standards. Teachers spend more time teaching the students, not the content. He used the comparison of an air traffic controller.

In response to questions regarding state funding and attendance tracking, **Mr. Bowen** said this model is more about learning, not time in school. However, schools still need to know where a student is at any given time, and one principal thought student IDs could have bar codes which would be scanned as they entered each area of the school. He added that funding is based on the district level, not a class level, but it is still based on a student's presence at school.

Kevin Murphy, Kuna Middle School, spoke regarding his team's mastery-based learning program within the school. He and three other teachers work as a team, and present their students with questions which combine several subjects. He hears from parents that their children are excited about school. Although there are some elements of a lecture-style class, it is only part of the many structures used.

Shelby Harris, Kuna Middle School, said that some believe technology will put a barrier between the teacher and student. Actually, technology helps teachers be more of a mentor to each student, and discipline is less of an issue when students are engaged in meaningful work which addresses their individual needs.

Abigail Crawford, Kuna Middle School Student, says she likes the Synergy Program at her school, because projects are ones she is interested in, and she has more ownership of her learning and works at her own pace.

Stephanie Crawford added that her oldest daughter was the first in the program. She saw so much growth in learning skills, and the Synergy Program has given her daughter the skills to succeed, such as time management and group collaboration. She likes the individual component of mastery-based education. Her oldest is now back in a traditional high school and is bored in areas she already knows, and some of her friends are struggling when the class moves ahead, and they are not ready. She is a strong believer in mastery-based education.

Rhonda Johnson, Kuna, said she has six children who have gone through Kuna Middle School, and her youngest is in the mastery-based learning program. The students are enthusiastic about learning, and learn skills such as collaboration, presenting information to others, research, and confidence. Parents can click on a link to hear their children's mentor meetings, where the students meet with the instructors to evaluate their learning.

In response to questions from the committee, **Kevin Murphy** said that the Kuna School District is trying to extend the mastery-based learning program to the high school level, but it is difficult for the high school teachers to take time out of their classrooms to observe classes at the middle school. The Kuna School District has also reached out to several other districts, inviting them to observe classes. The students in the program were purposely selected to see how the model works with students who normally disrupt class, and those students do much better in this model.

Vice Chair VanOrden remarked that she had visited a school in Idaho Falls using this model, and it does feel chaotic, but the parents say they love it.

Mr. Murphy explained that the Kuna Middle School administrator told the teaching teams they could do whatever they wanted, if they could find the money for it. His team applied for a grant for money to cut holes in the walls between their classes, and his team ignores the school bells. The Synergy Project is a mastery-based education program within the middle school. The ISAT scores from this group are considerably higher than others in the school and state, so another team at the school has started the program. He believes this is the way kids learn the best. Parents are allowed to choose which program they want their child to be in.

Chairman DeMordaunt urged the presenters to reach out to the committee for support. He added that the reason the presentation was scheduled was because of legislation passed last session.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:35 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
DIXON SUBCOMMITTEE

Pending Rules

9:00 A.M.

Room EW41

Wednesday, January 20, 2016

DOCKET NO.	DESCRIPTION	PRESENTER
<u>47-0101-1501</u>	The Idaho Division of Vocational Rehabilitation (IDVR) Field Service Manual	Tracie Bent, State Board of Education
<u>08-0109-1501</u>	GEAR UP Idaho Scholarship	Tracie Bent, State Board of Education
<u>08-0113-1501</u>	Scholarship Changes	Tracie Bent, State Board of Education

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Dixon

Vice Chair Harris

Rep.Pence

Rep.McDonald

COMMITTEE SECRETARY

Jenifer Cavaness-Williams

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MINUTES
HOUSE EDUCATION COMMITTEE
DIXON SUBCOMMITTEE
Pending Rules

DATE: Wednesday, January 20, 2016
TIME: Upon Adjournment of Full Committee
PLACE: Room EW41
MEMBERS: Chairman Dixon, Vice Chair Harris, Representatives Pence, McDonald
**ABSENT/
EXCUSED:** None
GUESTS: Carlie Foster, Lobby Idaho; Clark Corbin, Educational News; Helen Price, Idaho Association of School Administrators; Marilyn Whitney, Governor's Office; Tim Corder, State Department of Education
**DOCKET NO.
47-0101-1501:** **Chairman Dixon** called the meeting to order at 10:39 a.m.

Tracie Bent, State Board of Education, explained that **Docket No. 47-0101-1501** updates the Idaho Division of Vocational Rehabilitation (IDVR) Field Service Manual. The majority of changes are technical changes and changes to make the language more concise.

Theresa Pitt, planning and evaluation manager, explained the two sections with the largest changes. A participant's financial participation level, in some cases, wasn't meaningful, the Department felt. The Department felt an individual should have some investment in his or her rehabilitation process. However, those individuals receiving social security benefits do not need to contribute financially to their rehabilitation programs. This shift in how financial participation was determined happened in 2013. She added that 66% of those who are eligible do not participate financially, because they do not earn enough. By reducing the eligibility level from 300% to 200% of poverty level, more participants would contribute financially to their rehabilitation. Ms. Pitt said the department felt this change meets the condition of law and is reasonable, and not so high that services are denied.

In response to questions from the committee, **Ms. Pitt** said even with the change in poverty level percentage required for participation, 66% of participants will still not pay anything for their rehabilitation, because of exemptions, and because their incomes are so low. She added that the average wage of Idahoans puts 50% of Idahoans at the poverty level. The department does not feel there will be a significant increase in the numbers participating in the program at zero financial participation. Of those who participate financially, their financial contribution amount is on a sliding scale, based on income.

In response to questions from the committee, **Tracie Bent**, State Board of Education, explained that **Docket No. 47-0101-1501** does not make changes to the sliding scale already in place. The Docket merely takes those details out of the manual. Things that are not typically included in the rules will be removed from the service manual. The goal is to remove the incorporated rule entirely, to make information more clear and easy to find.

MOTION: **Rep. Harris** made a motion to recommend the full committee approve **Docket No. 47-0101-1501. The motion carried by voice vote.**

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 10:58 a.m.

Representative Dixon
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
DIXON SUBCOMMITTEE
Dixon Subcommittee on Pending Rules
9:00 A.M.
Room EW41
Thursday, January 21, 2016

DOCKET NO.	DESCRIPTION	PRESENTER
08-0109-1501	GEAR UP Idaho Scholarship	Tracie Bent, State Board of Education
08-0113-1501	Scholarship Changes	Tracie Bent, State Board of Education

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Dixon
Vice Chairman Harris
Rep.McDonald
Rep.Pence

COMMITTEE SECRETARY

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MINUTES
HOUSE EDUCATION COMMITTEE
DIXON SUBCOMMITTEE
Dixon Subcommittee on Pending Rules

DATE: Thursday, January 21, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman Dixon, Vice Chairman Harris, Representatives McDonald, Pence

**ABSENT/
EXCUSED:** None

GUESTS: Dr. Troy Rohn, Boise Schools; Harold Ott, Idaho Rural School Administrators; Rob Winslow, Helen Price, Idaho Association of School Administrators; Brad Hunt, OARC; Clark Corbin, Educational News; Gayle Wilde, Sylvia Garitou, American Association of University Women

Chairman Dixon called the meeting to order at 9:00 a.m.

**DOCKET NO.
08-0109-1501:** **Tracie Bent**, State Board of Education, said this Docket addresses the Idaho GEAR Up Scholarship. The scholarship has been under utilized. Only \$836,000 has been awarded, and \$1.4 million remains in the fund, which started with two million dollars. The scholarships are awarded to students who attended schools which participate in the GEAR Up Program. Those students eligible for free or reduced lunch and who participate in the program are eligible for the scholarship. The changes are to add additional flexibility to students who participated in the program.

Ms. Bent said one change is to lengthen the deadline, so those who missed the deadline can still apply. The letter of intent language was changed from thirty days to sixty days. In response to questions from the committee, Ms. Bent explained that the GEAR Up Program helps students understand what they should do in advance to prepare to go to college. Each school district can do this differently, such as conducting parent nights, including visits to college, and increasing counseling resources. The funding impacted by this rule is scholarship money for students who have completed the GEAR Up Program and graduated from high school.

Ms. Bent explained that the time to use the scholarship money will expire soon, so the department wants to add flexibility for the group of students who attended the program. Another change is to allow students who were awarded scholarships to continue receiving scholarship money for ten semesters, instead of only eight. There is a limited time to distribute the scholarship money, and the fund still contains \$1.4 million dollars.

MOTION: **Rep. Pence** made a motion to recommend the full committee approve **Docket No. 08-0109-1501. Motion carried by voice vote.**

**DOCKET NO.
08-0113-1501** **Ms. Bent** explained that this Docket adds specificity and makes minor changes to the Opportunity Scholarship Program. The Opportunity Scholarship is a need-based scholarship with limited funds available, and more students apply for the scholarship than they can award. The scholarship is for approximately \$3,000, minus whatever PELL Grant or other moneys the student receives. The students are ranked by grade point average, and the scholarship is awarded to those with the highest GPA. The change is to use an unweighted grade point average, rather than one which gives more weight to advanced placement course grades. Some smaller school districts do not offer advanced placement courses, which makes it more difficult for students in those districts to compete for the scholarship.

Rep. McDonald said he could understand that rationale, but he thought it was also not fair to students in advanced placement classes to not use a weighted grade, because it is easier for students in regular classes to maintain a high grade point average. **Rep. Pence** said she also believes this change is unfair to students who choose to take the more difficult advanced placement classes.

In response to questions from the committee, **Ms. Bent** said the executors of the scholarship program do not have access to student transcripts, which indicate whether classes are advanced placement or not. Currently, the school counselor verifies the GPA of students who apply for the scholarship. She added that, after recipients were chosen based solely on grade point average, the department had looked at their transcripts, and at least 54% of the recipients had taken at least one advanced placement class, so it doesn't appear that using a non-weighted grade would discriminate against students who take advanced placement classes. The department is looking at ways to make sure the evaluations of grades are equitable.

Dr. Troy Rohn, Boise Schools, testified in **opposition to Docket No.**

08-0113-1501 He said the change from weighted to un-weighted grade point averages penalizes students who take rigorous classes. The Boise School District has increased the rigor in its curriculum by offering advanced placement courses, and students who take those classes do better on the SAT and in college. Those students should be rewarded by allowing them to use a weighted GPA to successfully compete for scholarships. He cited an example of a student who has straight A's except for an AP Physics class, which is a B grade. That student's un-weighted GPA would be 3.974, which would be below a 4.0 GPA for a student who takes no advanced placement classes. The unintended consequence of the rule change is to level the playing field for school districts which do not offer AP courses, or do not offer very many. Instead of penalizing the students in districts which are trying to increase rigor and college readiness, concluded Dr. Rohn, a better solution would be to find ways of implementing AP courses in high schools statewide.

MOTION: **Rep. McDonald** made a motion to recommend the full committee reject **Docket No. 08-0113-1501. Motion carried by voice vote.**

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 10:27 a.m.

Representative Dixon
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
CLOW SUBCOMMITTEE
Pending Rules
Upon Adjournment of the Floor
Room EW41
Friday, January 22, 2016

DOCKET NO.	DESCRIPTION	PRESENTER
<u>08-0201-1501</u>	Specifying that the High School Equivalency Certificate requests go to the Division of Professional Technical Education	Tracie Bent, State Board of Education
<u>08-0201-1502</u>	Reimbursement for training in strategic planning, administrator evaluations, school finance, and governance and ethics	Tracie Bent, State Board of Education
<u>08-0203-1505</u>	Replacing "Tech Prep" with "Technical Competency Credit" and updating the existing definition of "Tech Prep" to come into alignment with the Board's definition of "Technical Competency Credit"	Tracie Bent, State Board of Education
<u>08-0203-1507</u>	Addressing the transcription of middle school credits to a student's high school transcript, the Idaho Standards Achievement Test (ISAT) graduation proficiency requirements for students who will graduate in 2017, and the alternate paths to graduation	Tracie Bent, State Board of Education
<u>08-0501-1501</u>	Standards for Certification of the Idaho Crop Improvement Association, Inc. (ICIA)	Tracie Bent, State Board of Education

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Clow
Vice Chairman Boyle
Rep. Shepherd
Rep. Kloc

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
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MINUTES
HOUSE EDUCATION COMMITTEE
CLOW SUBCOMMITTEE
Pending Rules

DATE: Friday, January 22, 2016

TIME: Upon Adjournment of the House

PLACE: Room EW41

MEMBERS: Chairman Clow, Vice Chairman Boyle, Representatives Shepherd, Kloc

**ABSENT/
EXCUSED:** None

GUESTS: Dale Kleinert, NWAY Advaned; Robin Nettinga, Idaho Education Association; Phil Homer, Idaho Association of School Administrators; Jess Harrison, Idaho School Boards Association; Dwight Johnson, Division of Professional-Technical Education

Chairman Clow called the meeting to order at 9:30 a.m.

DOCKET NO. 08-0501-1501: **Chairman Clow** explained that **Docket No. 08-0501-1501** had been transferred to the House Agricultural Affairs Committee.

DOCKET NO. 08-0201-1501: **Tracie Bent**, State Board of Education, spoke to **Docket No. 08-0201-1501**. She said this Docket concerns the GED Test and the High School Equivalency Certificate. The Docket cleans up language. It also removes the proficiency level score specific to Idaho. In addition, a history section is added. The American Government section required is retained. On page 14, the governing department is changed from the State Department of Education to the Division of Professional-Technical Education.

MOTION: **Rep. Boyle** made a motion to recommend the full committee approve **Docket No. 08-0201-1501. Motion carried by voice vote.**

DOCKET NO. 08-0201-1502: **Ms. Bent** explained that the Docket changes terms and language to be consistent with Idaho Code. That change is not automatic. The Department has changed the wording to comply with current law.

MOTION: **Rep. Kloc** made a motion to recommend the full committee approve **Docket No. 08-0201-1502. Motion carried by voice vote.**

DOCKET NO. 08-0203-1505: **Tracie Bent** explained that this Docket is an update to the administrative rule terminology. Nationally, the term "tech prep" has been replaced with "technical competency credit." The Docket allows students to take multiple courses which result in certain credits. This is similar to receiving dual credit, but for multiple courses, not a single course.

MOTION: **Rep. Shepherd** made a motion to recommend the full committee approve **Docket No. 08-0203-1505. Motion carried by voice vote.**

**DOCKET NO.
08-0203-1507:**

Ms. Bent spoke to **Docket No. 08-0203-1507**. She said the Compass Test is no longer offered, and it has been removed as one of the college entrance exam requirements. The Docket also addresses credits earned during middle school years. Previously, if students took a high school class during middle school and received a C or better, the credits and grades were automatically transferred to the students' high school transcripts. Parents requested that this not be done automatically, to give students an opportunity to improve the grade while in high school. The Docket adds language regarding the certification of the teacher, and adds language to notify parents of the transfer and allow them to opt out of the credit transfer.

Ms. Bent said the last section of the Docket changes language regarding the ISAT proficiency requirement. If a student has not received a proficient ISAT score by eleventh grade, the student can take an alternate route to graduate. The Department found there was a need for additional clarification, because some school districts have multiple routes to complete graduation requirements. Last year, the Department tried to move the requirement for ISAT proficiency from tenth grade to eleventh grade, because it did not feel it was fair to require the students who took the field test last year to be proficient on the field test.

MOTION:

Rep. Kloc made a motion to recommend the full committee approve **Docket No. 08-0203-1507**. **Motion carried by voice vote.**

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 9:52 a.m.

Representative Clow
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Monday, January 25, 2016

SUBJECT	DESCRIPTION	PRESENTERS
<u>RS#24243</u>	Computer Science Initiative	Chairman DeMordaunt
	Joint Report on Community Colleges:	
	General Community College Background Information and Demographic	Dr Jeff Fox, College of Southern Idaho, President
	Economic Impact	Dr. Bert Glandon, College of Western Idaho, President
	Mission: College to Career Training, Preparedness	Dr. Joe Dunlap, North Idaho College, President
	Continuing Education Adult Basic Education (ABE/GED)	
	Current Challenges: Access, Re-mediation, Retention, Completion	
	Strategies for Overcoming the Challenges	

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Monday, January 25, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Chris Bragg, Ken Campbell, Cate Collins, Laird Stowe, Jeff Harmon, College of Southern Idaho; Graydon Stanley, Chris Martin, Ken Howard, Joe Dunlap, Mark Browning, North Idaho College; Cheryl Wright, Mark Dunham, Todd Schwarz, Adriana Randall, Craig Brown, Doug DePriest, College of Western Idaho; Clark Corbin, Educational News; Tim Corder, State Department of Education; Marilyn Whitney, Governor's Office

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

Chairman DeMordaunt moved **RS 24243** to the agenda of the next meeting, on Tuesday, January 26, 2016. He welcomed the presidents of three community colleges.

Dr. Jeff Fox, College of Southern Idaho President, said the three community colleges meet monthly to discuss their shared focus. Some of the missions of the community college are the following: to provide a less expensive post-secondary education choice; to involve the communities they serve; to have a positive economic impact; and to be accessible and offer open access. Dr. Fox added that sixty percent of College of Southern Idaho Students intend to transfer to a four-year college. The tuition at a community college is less than half the cost of tuition at a four-year college, and almost half of students in Idaho (48.4%) attend a community college. The economic impact of community colleges is in excess of five hundred million dollars.

Dr. Fox added that two goals of the college are to increase retention of students and to decrease the time required to obtain a degree. The college has increased the advising and coaching of students. CSI also partners with the community to achieve its goals, such as the business and industry sections, the education community, and government agencies.

Dr. Fox said the challenges CSI faces are the following: the career and technical funding formula, having enough personnel to implement the student success strategies, the promotion of career and guided pathways, and meeting the needs of diverse student populations, such as a changing demographic with more Hispanic students. He added that the retention of quality personnel is another challenge. There are more openings for university presidents than there are candidates.

Chairman DeMordaunt commented that the committee will miss the leadership of **President Dunlap**, when he retires at the end of the year. He asked what the colleges are doing regarding professional-technical job preparation, and what areas the industries are experiencing the most difficulty finding employees.

Dr. Fox replied that each college responds to different employment needs. The College of Southern Idaho is responding to shortages in food production employees, because of companies such as Chobani and Clif Bar. Those companies need employees trained in food production and quality assurance, which is now high tech, and those companies need to hire people who understand the technology.

Dr. Joe Dunlap, President of North Idaho College, added that the primary industries in the area served by his college are forestry products, aerospace manufacturing, and health care. Centers for Excellence for each industry have been created. A professional-technical facility will be completed in the late Spring, which will free up space on the campus for other programs.

Dr. Berton L. Glandon, President of the College of Western Idaho, said that health care is a large industry in his community, as two new hospitals have been built in Nampa. The hospitals need to hire thousands of new employees, and the hospitals are partners with the college. The students train on donated equipment, which increases their employability. Advanced manufacturing is another area in his community with a need for employees. The cheese factory is building a huge addition, and Micron and Heartland also need employees. Western Cat is a partner to the College of Western Idaho. The company said it could not wait two years for students to complete professional technical training, so Western Cat worked with the college to change the two-year program to a ten month program, which resulted in a one-hundred percent graduation rate and work placement.

Dr. Glandon added that Idaho is experiencing a software development and IT crisis, as there are not enough students graduating with these skills. The college is working to implement a dual-credit professional-technical program, which feeds into the associate program. More students will be employed and inspired to complete the four-year program.

In response to questions from the committee, **Dr. Dunlap** said that the college had done an evaluation with the intent of determining how to re-allocate resources to less-needed subject areas. The report will be completed in February.

Dr. Fox added that the decision to expand or reduce programs is closely related to the economy, such as when residential construction slowed down after the 2008 Recession. Some decisions to discontinue or reduce programs are based on space and equipment, such as the welding program. Colleges need to have a three to five year view of whether to close or open a program.

Dr. Glandon added that his college's reliance on adjunct faculty gives it the flexibility to be responsive to program fluctuations and needs.

In response to questions from the committee, **Dr. Glandon** said the College of Western Idaho makes an effort to advise students which programs offer the best employability. The college also gives financial advice to students, and student loans have been reduced by 28%.

Dr. Dunlap added that North Idaho College used to give the full year of financial aid at the beginning of the school year. Now, the financial aid is dispersed throughout the year, and students need to show progress towards a degree to receive financial aid. The average student debt has dropped from \$6,500 to \$2,500.

Dr. Fox added the College of Southern Idaho is helping their students understand the effects of debt, and the difference between subsidized loans versus loans which are not subsidized. Also, the federal government has tightened the requirements for loans, tying them to a student's grades. The college is working with high school counselors and four-year colleges, to make sure attention is paid to student debt.

In response to questions from the committee, **Dr. Fox** said that technology changes so quickly, and colleges need to think outside the box in order for education to be relevant to technology needs. He commended CWI for condensing the program, based on Western Cat's needs. He added that colleges should evaluate their programs and ask how they could be quicker and more efficient, within the confines of the program.

Dr. Glandon added A1 Plumbing starts its employees at \$50,000.00 a year. This company wants to partner with the college to help the college know what employers mean when they tell colleges which skills their students need to learn.

In response to a question from the committee, **Dr. Fox** explained people can receive credit for prior learning by taking exams. A scholarship for this type of person would be helpful, because the testing and portfolios required to obtain prior learning credit cost money. The average age of people seeking prior learning credit is twenty-four to twenty-eight. However, it is not unusual for people with a master's or doctorate degree to go back to college for further training. N. Idaho College asks businesses how the college can help them help their employees. One thing the businesses do is to pay for the college training of their employees.

Dr. Glandon said the current work force needs to find incentive to go back to school, if the 60% goal is to be reached by 2020, and it is important for companies to help their staff get degrees. **Dr. Fox** added that the goal was changed from sixty to sixty-five percent nationally, but Idaho has not adopted the new goal. However, it is important for degrees to have value to the work force.

Chairman DeMordaunt commented that both large and small businesses should be engaged to help their current employees improve their employment situation.

In response to questions from the committee, **Dr. Fox** said re-mediation is not a new issue, and the College of Southern Idaho has been addressing this issue the last couple of years. He thinks students who are not college ready are coming to college, so CSI has sent transition coaches to schools to help identify and prepare students who are not thinking of college. Examples of what transition coaches do are offering financial aid workshops for juniors, and encouraging students to attend summer school to improve their grades.

Dr. Fox added the College of Southern Idaho has recruited students from the workforce, who have their GEDs, and provided mentors to them. This initiative has raised the success rate of this type of student from five percent to seventy-five percent.

MOTION: **Rep. Mendive** made a motion to approve the minutes from the subcommittee meeting on January 19, 2016. The motion carried by voice vote.

MOTION: **Rep. Rubell** made a motion to approve the minutes from the committee meeting on January 18, 2016. The motion carried by voice vote.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 10:12 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #2
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Tuesday, January 26, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>RS24243</u>	Computer Science Initiative	Chairman DeMordaunt
<u>RS24179</u>	Blaine Amendment Higher Education Briefing	Rep. Ronald Nate Dr. Arthur Vailas, President Idaho State University

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Tuesday, January 26, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Rob Winslow, Helen Price, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Lindsay Dexter, Idaho Freedom Foundation; Erica Compton, Idaho Stem Action Center; Jason Krezenbeck, Lobby Idaho LLC; Sherri Ybarra, Chuck Zimmerly, Marcia Beckman, State Department of Education

Chairman DeMordaunt called the meeting to order at 9:00 a.m. The chairman turned the gavel over to **Vice Chair VanOrden**.

RS 24243: **Rep. DeMordaunt** spoke to **RS 24243**, a computer science initiative. This initiative develops standards for computer science instruction and adds one FTE position. The standards will be developed and monitored by the Idaho STEM Action Center, so another government agency is not created. Many businesses in Idaho are struggling to find people who can write computer code. Nationally, approximately 80,000 jobs go unfilled.

MOTION: **Rep. Rubel** made a motion to introduce **RS 24243**. **Motion carried by voice vote.**
Vice Chair VanOrden returned the gavel to **Rep. DeMordaunt**.

RS 24179: **Rep. Ron Nate** spoke to **RS 24179**. **RS 24179** is a joint resolution which amends Article IX, Section 5 of the Idaho Constitution. Also called the Blaine Amendment, it clarifies that the state is not prohibited from granting scholarships, grants, and loans to students or parents of students who will use the money for education at an institution with a religious affiliation. It clarifies that aid to students is not the same as aid to institutions, and aligns language with wording used by the U.S. Supreme Court. **Rep. Nate** said current and future state scholarships could be in jeopardy if challenged in court.

In answering a question regarding if passing this amendment would result in state vouchers for religious schools, **Rep. Nate** replied that the legislation was created to address the current risk of Idaho's scholarships and grants being challenged in court.

In response to questions from the committee, **Rep. Nate** said the Idaho Opportunity Scholarship can be used at any qualifying institution, including colleges such as NNU and BYU. If subjected to a legal challenge, the scholarship may not survive.

MOTION: **Rep. Harris** made a motion to introduce **RS 24179**. **Motion carried by a voice vote.**

Rep. Rubel clarified that her vote of yes was because she believed all bills should get a hearing, but she believed the legislation was ill advised.

Dr. Arthur Vailas, President of Idaho State University, spoke to highlights and initiatives of the university. He is pleased with the governor's initiatives to aid education. The Complete College America Initiative is important, because it focuses primarily on post-secondary student retention and advising. The Bengal Bridge Program encourages students to take their GEDs. Research shows that those who have a GED have a higher retention rate.

The five percent increase in dual enrollment has resulted in a post-secondary retention rate of 86%. Online classes also help with retention rates, as 42% of ISU students are non-traditional, and many are first generation college students who must balance jobs and school. ISU has seen an increase from 641 students to 1,115 students from 2011 to 2015. He believes the funding from the legislature has contributed to this success and asks for continued funding.

The Idaho State University has a high demand for its health care programs, and not enough space or faculty for the demand. The physician assistant program in the Treasure Valley is at 100% capacity, and the college is asking for funding to expand the physical therapy program. The university has also created pharmacy programs in rural areas. The private sector is also involved in ISU programs, and is involved in discussions about how to compete for research grants and use less venture capital.

In response to questions from the committee, **President Vailas** said ISU would use funds for increasing post-secondary completion rates to help bring first-generation students back to college.

Laura Woodworth-Ney, Idaho State University's Provost and Vice President for Academic Affairs, added that ISU has offered prior learning credit for a long time, especially in technology. A state-wide initiative which would allow for a portfolio system to be transferable between state institutions would help. Money for scholarships for non-traditional students from the workforce would also help. In response to questions from the committee, Ms. Woodworth-Ney said the ISU programs in associate degrees for computer science are at capacity. The university has re-allocated resources from other programs to increase and improve the computer science B.A. program, and to expand to Twin Falls.

In response to questions from the committee, **President Vailas** said the job shortages are not just in computer science, but also in information and analytics jobs. The informatics job market is huge and has 100% job placement world wide.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 10:27 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Wednesday, January 27, 2016

SUBJECT	DESCRIPTION	PRESENTER
RS23985	Relating to the youth education account	Blake Youde, State Board of Education
RS23977	Relating to assessment ratios and the determination of adjusted market value for assessment purposes for school districts	Blake Youde, State Board of Education
	Update on the Division of Professional-Technical Education and explanation of budget items approved by the governor	Dwight A. Johnson, State Administrator, Division of Professional-Technical Education
	Update on the Eastern Idaho Technical College and explanation of budget items approved by the governor	Dr. Rick Aman, President, Eastern Idaho Technical College
	Organization and Goals of the Idaho Parent-Teacher Association	Maria Johnson-Lorcher

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Wednesday, January 27, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Rob Lohrmeyer, Lewis-Clark State College; Robin Nettinga, Idaho Education Association; Maria Lorcher, PTA; Troy Rohn, Boise School District; Dwight Johnson, Steve Raybourn, Justin Touchstone, Kristi Enger, Matthew Reil, Professional-Technical Education; Blake Youde, State Board of Education; Harold Ott, Idaho Rural School Administrators; Rob Winslow, Idaho Association of School Administrators; Clark Corbin, Idaho Educational News; Jess Harrison, Idaho School Board Association; Marilyn Whitney, Governor's Office

Chairman DeMordaunt called the meeting to order at 9:01 a.m.

MOTION: **Rep. Clow** made a motion to approve the minutes from the subcommittee meeting on January 22, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Dixon** made a motion to approve the minutes from the subcommittee meeting on January 20, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Dixon** made a motion to approve the minutes from the subcommittee meeting on January 21, 2016. **Motion carried by voice vote.**

RS 23985: **Blake Youde**, State Board of Education, explained that this legislation repeals the Youth Education Fund, established in 1992. The purpose of the fund was to purchase advertising to youth about drugs and alcohol, and the Safe and Drug Free Youth Program does this.

MOTION: **Rep. Clow** made a motion to introduce **RS 23985**. **Motion carried by voice vote.**

RS 23977: Mr. Youde explained that **RS 23977** is related to the assessment ratios and the determination of adjusted market value for assessment purposes for school districts. It removes the requirement that the Tax Commission report to the Department of Education calculations regarding property valuations. These reports are no longer used by the Department of Education and are unnecessary.

MOTION: **Rep. Clow** made a motion to introduce **RS 23977**. **Motion carried by voice vote.**

Dwight Johnson, Division of Professional-Technical Education, gave an update on the Division of Professional-Technical Education, and an explanation of how it will use budget items approved by the governor. First, the department is changing its name to Career Technical Education, to help improve the image people have of technical and trade schools. The department is also creating ambassador programs for the high schools, to help with this. The areas with the most job growth are agriculture and natural resources, family and consumer sciences, health-related occupations, engineering and technology, skilled and technical sciences, and business management.

Mr. Johnson explained how the Division of Professional-Technical Education would use funds to create professional-technical high schools and agricultural and national resource program initiatives. They would also align high school programs with PTE college programs. The department is also expanding the PTE Digital Initiative, and offering online courses available to students in smaller school districts. The department is developing an online micro-certification initiative called Idaho Skill Stack, which gives teachers the ability to award badges in certain certification areas.

Mr. Johnson said they are improving career counseling at high schools, increasing the opportunity scholarship, offering more adult completion scholarships, and aiding Eastern Idaho Technical College to become a community college.

In response to questions from the committee, **Mr. Johnson** said he was thrilled with the governor's recommended budget, and he would like the legislators to support it. The online school element is critical for making PTE programs available to rural high schools. The Stackable Credit Initiative is an Idaho-Based micro certification program,, but there is also a similar national initiative in various stages across the country. Offering more one-year and two-year certificates will help Idaho reach its goal of 60% of the workforce attaining post-secondary certification.

Dr. Rick Aman, Eastern Idaho Technical College President, gave an update on EITC and an explanation of how it would use budget items approved by the governor. The college has seen enrollment increase by 4-5% each year, and the increase is only limited by the college's capacity to accommodate the increase. Graduates have a 95.7% job placement rate. The college has a large enough facility for growth, but it needs more teaching staff.

In response to questions from the committee, **Dr. Aman** said the EITC could serve 3,500 students before needing to expand its facilities. The EITC has a transition coordinator at area high schools. An adult completion scholarship, and more evening and weekend classes, is important. EITC has commissioned an economic impact study, and one thing businesses look at when relocating is the educational level of an area's work force.

Maria Lorcher, Idaho Parent-Teacher Association, spoke to the committee regarding the state PTA organization. The organization has 62,000 members in 121 schools. All are volunteers, and there are no paid employees. The state is divided into nine areas, each with a regional director. Highlights from this year include a bullying prevention program called Kindness Begins with Me, which was launched in 17 schools, a review of ELA literacy and math standards which will be evaluated by the State Department of Education, the PTA Reflections Art Program, and the Digital Promise Initiative in some schools.

Schools are re-evaluating and eliminating school classroom fees paid by parents. The West-Ada District expects a \$900,000.00 shortfall due to the elimination of classroom fees, and **Ms. Lorcher** said she hopes the legislature provides support for schools which will have less money due to fee elimination. In response to questions from the committee, Ms. Lorcher explained that teachers choose which computer applications they want the students to use, and those are installed on the Verizon Grant laptops. Certain sites, videos and social media are blocked.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:18 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Thursday, January 28, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>RS23982</u>	Relating to the transfer of sick leave and state educational agencies	Blake Youde, State Board of Education
<u>H0379</u>	Computer Science Initiative	Rep. Reed DeMordaunt
	Update on University of Idaho Initiatives	President Chuck Staben
	Lewis-Clark State College Update	President J. Anthony Fernandez

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Thursday, January 28, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel (Brooke Green)

**ABSENT/
EXCUSED:** Representative(s) Boyle

GUESTS: Amy Hirotaka, Code.org; Blake Youde, State Board of Education; James Price, Clearwater Analytics; Jay Larsen, ITC; Jesse Ronnow, Zion's Bank; John Hode, Trailhead; Jason Kreizenbeck, Jason Ronk, Microsoft; Amy Moll, Boise State University; Von Hansen, Alertsense; Justin Touchstone, Division of Professional-Technical Education; Lindsey Lockwood, Boise School District; Nick Wadsworth, West-Ada Schools; Robin Nettinga, Idaho Education Association; Dee Mooney, Micron Foundation; Angela Hemingway, STEM Action Center; Marilyn Whitney, Governor's Office; Ken Edmunds, Department of Labor; Megan Ronk, Commuel

Chairman DeMordaunt called the meeting to order at 9:01 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes from the January 25, 2016 meeting as written. **Motion carried by voice vote.**

RS 23982: **Blake Youde**, State Board of Education, spoke to **RS 23982**. He said this proposed legislation allows employees of state educational agencies to transfer their accrued sick leave from one agency to another, should they change employment from one educational agency to another. It provides a definition of state institutional agency, clarifies its use, and provides consistency in sick leave transfers. The ninety-day maximum for accrued sick leave is left the same. The proposed legislation does not change current law regarding transfer of sick leave between public school districts.

In response to questions from the committee, **Mr. Youde** said the State Board of Education would be willing to have legislation drafted which would include school district employees.

MOTION: **Rep. Wills** made a motion to return **RS 23982** to the sponsor. **Motion carried by voice vote.**

Chairman DeMordaunt turned the gavel over to **Vice Chair VanOrden**.

H379: **Rep. DeMordaunt** spoke to **H379**. He said the legislation creates standards and curriculum for computer science. There are many pieces in STEM education, and this is one of them. It is about creating opportunities which don't exist today.

MOTION: **Rep. Wills** made a motion to send **H379** to the floor with a **DO PASS** recommendation.

Those speaking in support of the legislation were **Amy Hirotaka**, Code.org; **James Price**, Clearwater Analytics; **Jay Larson**, Idaho Technical Council; **Jesse Ronnow**, Zion Bank; **John Hode**, Trailhead; **Jason Kreizenbeck**, Microsoft; **Amy Moll**, Boise State University; **Von Hansen**, Alertsense; **Lindsey Lockwood**, Boise School District; **Nick Wadsworth**, West-Ada Schools; **Jayson Ronk**, Micron; **Ken Edmunds**, Dept. of Labor; and **Angela Hemingway**, STEM Action Center. Increasing interest in computer science at an early age will be beneficial to Idaho businesses and graduates.

**VOTE ON
MOTION:**

Motion carried by voice vote. Rep. DeMordaunt will sponsor the bill on the floor.

Vice Chair VanOrden returned the gavel to **Chairman DeMordaunt**.

President Chuck Staben, University of Idaho, gave a presentation on the University of Idaho and its initiatives. He said that 33% of the students are first generation college students, and 39% receive Pell Grants. The retention rate is 80%, which is the highest in the state. The University of Idaho is below the national average in cost, and above the national average in graduation rate and salary after graduation. The goals of the university are to increase enrollment and increase the number of graduates. Enroll Idaho is an initiative with events across the state in 43 locations, to encourage high school graduates to go on to post-secondary education.

The University of Idaho's priorities are the Complete College Idaho: Go On Initiative, which includes investing in counseling, retention and intervention, college success management, tutoring support, and supplemental instruction, and the WWAMI Program. Idaho WWAMI graduates, as well as non-Idaho WWAMI graduates, return to Idaho to practice medicine. **President Staben** believes state-wide priorities should be a change in employee compensation, to avoid high turnover, a tuition lock, and investment in the Opportunity and Completion Scholarships.

In response to questions from the committee, **President Staben** said the average loan amount for University of Idaho students is \$25,600, which is slightly below the national average. To increase admissions, the University of Idaho sent letters to 25,000 graduates who qualified for admission to the University of Idaho. The perception that men can get higher-paying jobs with no post-secondary degree has created a gender gap in admissions, and President Staben said perhaps they could learn from the gender-targeted advertising, and emphasize the difference in earning power, to appeal to the male high school graduates.

President J. Anthony Fernandez, Lewis-Clark State College, gave a presentation on the college. He said that 68.6% of students are first-generation college students, and 76.3% receive financial aid. The average age of students is twenty-six. Sixty-seven percent of LCSC graduates stay to work in Idaho. Thirty percent do not work in Idaho, but many of them work in the border towns to Lewiston. Key requests for FY 2017 include the following: greater employee compensation and benefits, the Complete College Idaho Initiative, safety, security and compliance, meeting professional-technical needs, updating and sustaining current facilities, and collaborating on new facilities. LCSC has used money from the state to increase access to English courses.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 11:00 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Friday, January 29, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>RS24302</u>	College Savings Plan and Unclaimed Property	Christine Stoll, Treasurer's Dept.
Presentation:	"Keeping Informed" - an ISAT Update (by Smarter Balanced Assessment Consortium)	Sherri Ybarra, Superintendent of Public Instruction and co-presenter Dr. Cheryl Finley, Assessment Director for the SDE
Presentation:	IDEAL- Idaho College Savings Plan	Christine Stoll, Treasurer's Dept.

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Friday, January 29, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel (Brooke Green)

**ABSENT/
EXCUSED:** None

GUESTS: Christie Stoll, Idaho College Savings Program; Phil Homer, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Marcia Beckman, Cheryl Finley, Superintendent Sherri Ybarra, Chuck Zimmeroy, Tim Hill, Tim Corder, State Department of Education; Jess Hanson, State Board of Education; Clark Corbin, Educational News; Larry Johnson, E.F.I.B.; Marilyn Whitney, Governor's Office; Dan Goicoechia, S.C.O.

Chairman DeMordaunt called the meeting to order at 9:01 a.m.

RS 24302: **Christine Stoll** with IDEAL College Savings Program spoke to **RS 24302**. She said the proposed legislation is a pro-active step to protect account holders' assets. Three years after a beneficiary's birthday, the account is turned over to Unclaimed Property. This legislation specifies that IDEAL retains the account, and the funds are not liquidated, when the account is turned over to Unclaimed Property. This will protect the beneficiary from tax penalties.

MOTION: **Rep. Wills** made a motion to introduce **RS 24302**.

In response to questions from the committee, **Ms. Stoll** said that funds will still be invested while they are in Unclaimed Property, because IDEAL will maintain jurisdiction.

**VOTE ON
MOTION:** **Motion carried by voice vote.**

Sherri Ybarra, Superintendent of Public Instruction, introduced **Dr. Cheryl Finley**, who spoke regarding the Smarter Balanced Assessment Consortium (SBAC) and the Idaho Standards Achievement Test (ISAT). Dr. Finley explained which tests were required by the federal government, and which tests were required by Idaho. Some of the tests are not administered at every grade or in every year. For younger children, tests are administered by sections, over several days.

Dr. Finley said the main concerns about the ISAT testing updates were that it is a totally new system, the length of the exam, the timing of results, and the reports. Some people did not read the manuals or follow procedures. The Department heard the most concerns before the tests were administered. Once assessment had begun, the Department saw fewer problems and concerns. Dr. Finley added that the length of the language arts exam was reduced by thirty minutes, and the length of the math exam was reduced by thirty minutes, without impacting the reliability and validity of the tests.

Several factors influenced the timing of test results, said **Dr. Finley**. The writing component of the test required more scorers and a longer time to be scored. Training scorers takes four to six weeks, and the pay of twelve dollars an hour is not enough incentive to teachers, who are already working sixty hours a week. The Department will work to continue to recruit teachers to score exams this year.

Another factor which affected the timing of results was a software glitch, which took another four weeks to resolve, said **Dr. Finley**. The Department has been working with the vendors to avoid this issue in the future. School districts use different formats for reports. Some distribute reports in color, some in black and white, and some make them available online.

Dr. Finley concluded that the Department listened to feedback and has worked to rectify those issues. The Department and vendor will meet with school districts during the month of February to discuss issues in order to rectify problems. The Department will also increase the amount and type of training regarding using assessment data to inform instruction. The Department staff also provides support during the entire testing window.

In response to questions from the committee, **Dr. Finley** said that Idaho pays for students' SAT Testing. The instructional time spent on testing is .9%. The current amount of time for testing is approximately five hours, and the younger children take their tests in shorter blocks of time. The ISAT tests broader science areas than biology and earth science.

The scores on the test were lower this year, but different scales were used.

She thinks people understand different scales were used, but she will verify.

Superintendent Ybarra added that the public was advised not to compare the scores from the old test and the new test, because different scales were used. **Dr. Finley** added the goal to return test results to teachers is two to three weeks.

In response to questions from the committee, **Superintendent Ybarra** said that tests will always be required, but with the authorization of the Every Student Succeeds Act, the state will have more flexibility with its testing and be able to move away from a climate of compliance and over testing. The Department conducted a meeting for interested parties, and it has asked JFAC for funding for a Family and Community Engagement Coordinator to communicate changes to parents.

Christine Stoll gave an update to the committee on the IDEAL College Savings Plan. The cost of higher education has gone up, and parents are surprised at how much it costs. Money invested in IDEAL grows tax deferred, and investing the amount of attending one movie a month can grow to \$11,222 over eighteen years. The state tax deduction is capped at up to \$4,000 of contributions per year for single tax filers and up to \$8,000 of contributions for those filing jointly as married. The fee for managing the plan will be reduced from .69% to .51%. If a beneficiary doesn't use all the money in the account, the remaining money can be transferred to a new beneficiary.

Ms. Stoll said the new program enhancements for 2016 are a fee reduction, Spanish Language materials and call center, making computers and internet expenses qualify, allowing funds to be re-deposited without negative tax consequences, a full-time field representative who works with families and businesses to increase awareness, and new online advisor tools. She added that there are 575,000 Idaho youth under the age of eighteen, but only 41,000 are using the college savings plan. In response to questions from the committee, **Ms. Stoll** said there is currently no tax advantage for businesses to match their employees' contributions, but the Board has discussed it, and it may be offered in the future.

MOTION:

Rep. Mendive made a motion to approve the minutes from the January 26, 2016 meeting as written. **Motion carried by voice vote.**

MOTION: **Rep. Mendive** made a motion to approve the minutes from the January 27, 2016 meeting as written. **Motion carried by voice vote.**

Chairman DeMordaunt said the committee would not meet at its normal time of 9:00 a.m. Monday, February 1. Instead, the House Education Committee and the Senate Education Committee would hold a joint meeting at 3:00 p.m. on Monday, February 1.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 10:17 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
AND
SENATE EDUCATION COMMITTEE
3:00 P.M.
WW02
Monday, February 01, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>SCR 134</u>	State Board of Education's 60 Percent Goal	Brad Little, Lieutenant Governor, State of Idaho
Presentation:	2014 Teacher of the Year	Kim Zeydel, West Ada School District
Presentation:	2015 Teacher of the Year	Melyssa Ferro, Caldwell School District
Presentation:	Our Moment, Our Time in Education	Sherri Ybarra, State Superintendent of Schools

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow
Vice Chairman VanOrden	Rep Gestrin
Rep Shepherd	Rep Harris
Rep Wills	Rep Mendive
Rep Boyle	Rep McDonald

Rep Dixon
Rep Kerby
Rep Pence
Rep Kloc
Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
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MINUTES
JOINT MEETING
HOUSE EDUCATION COMMITTEE
SENATE EDUCATION COMMITTEE

DATE: Monday, February 01, 2016

TIME: 3:00 P.M.

PLACE: WW02

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

Chairman Mortimer, Vice Chairman Thayn, Senators Nonini, Patrick, Souza, Den Hartog, Anthon, Buckner-Webb, Ward-Engelking

**ABSENT/
EXCUSED:** None

GUESTS: Tim Hill, Marcco Bucknon, Doug Scott, Collen Surne, Karen Slay, Chuck Zimmseul, Tony Pirc, Chris Campbell, Michelle Clement Taylor, Scott Cede, Superintendent Sherri Ybarra, Matt Mcseler, Lisa Colon, Christra Nau, Charlie Silva, State Department of Education; Daley Kleinert, Northwest Accreditation and Advance Ed; Byron Yackey, Matt Freeman, Linda Clark, State Board of Education; Rod Grammer, Idaho Business for Education; Mark Browning, N. Idaho College; Harold Ott, Phil Homer, Idaho Association of School Administrators; Clark Corbin, Idaho Educational News; Megan Raile, Convene; Dwight Johnson, Div. of Professional-Technical Education

Chairman Mortimer called the meeting to order at 3:00 p.m.

SCR 134: **Lieutenant Governor Brad Little** spoke to **SCR 134**, supporting Idaho's goal of achieving 60 percent of the state's 25- to 34-year-old citizens holding some form of postsecondary degree or certificate by the year 2020. Lt. Gov. Little said there are many pieces to achieving this goal, and much work will need to be done in this area, such as improving reading proficiency by third grade, providing career counselors at high schools, and creating a certification program. The resolution allows citizens to prioritize the scarce resources for achieving this goal.

In response to questions from the committee members, **Lt. Gov. Little** said professional-technical education, and the certification program, will be a large part of achieving this goal. The legislature has done good work already. Areas which need improvement to reach the goal are a certification program, better access to community colleges, a higher rate of high school students who continue post-secondary education, incentives to finish post-secondary education, and the Division of Professional-Technical Education "badge" proposal.

Rod Grammer, Idaho Businesses for Education, spoke to **support SCR 134**. He said sixty to seventy percent of jobs will require post-secondary education, and only forty percent of the workforce currently has a post-secondary certificate or degree. If businesses cannot find a trained workforce, the current businesses will have difficulty growing, Idaho risks losing its best companies to other states, and it will be more difficult to attract good companies to Idaho. Human talent will be the number one driver of economic growth, and reaching the sixty percent goal is imperative to economic growth for Idaho.

In response to questions from committee members, **Mr. Grammer** said that reaching the goal requires looking at the problem as a continuum. Fifty percent of kindergarten children cannot recognize basic letters and colors. Two thirds of students are not reading at grade level by fourth grade, and less than twenty percent of high school students have the skills necessary for post-secondary education, based on SAT scores. The world has changed dramatically and is more complex, and students and workers need a higher skill set than a generation ago. Early childhood education is a good investment.

Mr. Grammer added that support for initiatives such as the Completion Scholarship is important. Employers are already helping their employees by providing tuition reimbursement. Idaho needs a system for employers to contribute in a more systematic approach, such as a matching scholarship.

Matt Freeman, State Board of Education, spoke to **support SCR 134**. He said initiatives which would help Idaho reach the sixty percent goal by 2020 are keeping tuitions low, increasing financial aid opportunities, such as the Opportunity Scholarship, and sponsoring college week at high schools. The State Board of Education has been keeping track of the sixty percent goal and Idaho's progress. The Board's initiatives will help Idaho reach that goal. In response to questions from committee members, Mr. Freeman said the Board will provide current figures regarding the number and percent of students who will be aided by the Completion Scholarship. After the cut-off date for college applications, the Board can provide the committees with the number of students who responded to the colleges' acceptance letters.

Dwight Johnson, Division of Professional-Technical Education spoke in **support of SCR 134**. He said reaching this goal is critically important for students and businesses. The package of initiatives the governor proposed includes more access to advising for students and parents, improving access to post-secondary education, a tuition lock, post-secondary PTE programs, partnerships with businesses and secondary and post-secondary educational institutions, and credit for prior learning.

MOTION:

Senator Thayne made a motion to introduce **SCR 134** with a **Do Pass** recommendation. **Senator Souza** seconded the motion. **The motion carried by voice vote. Chairman Mortimer** will be the floor sponsor.

Melyssa Ferro, 2014 Teacher of the Year, explained how ecology terms relate to public education. Symbiosis refers to the interaction between organisms. She explained teaching is a collaborative effort, and asked the legislators to avoid a pay system which creates competition. Quality teachers already exist in Idaho, she added, and they just need to be given adequate resources. She gave examples of resources, not all of which cost money, such as professional development, an adequate classroom budget, decision-making authority, collaboration, respect, field trips, a voice, and flexibility.

Ms. Ferro stated collaborative partnerships are a key to providing resources, such as with other educational institutions and businesses. She gave examples of partnerships her classroom had with community partners. She explained that students need to see themselves as scientists and engineers, so one mentor program matches kids to mentors of the same ethnicity and socioeconomic background. Ms. Ferro added that abiotic factors are the non-living things which can affect an ecosystem, and that education needs to be engaging and hands-on learning teaching twenty-first century skills. The new science standards should emphasize procedures and skills, not knowledge. Ms. Ferro asked the committee members to remember that teaching is collaborative, and partnerships are important to public education.

Kim Zydel, 2015 Teacher of the Year, introduced two of her students to the committee members. In response to questions from the committee, the students said they did not like school before they went to the Meridian Academy, but they enjoy school at Meridian Academy. The differences are that classes are smaller, so students have more help from teachers, and classes are structured to give students more than one day on an assignment.

Ms. Zydel explained online learning is not as effective with the students at Meridian Academy. Giving students enough time to master lessons, and having a flexible classroom time model, is more effective. Learning at the school is based on mastering concepts, not seat time. Students go to four classes for nine weeks, and another four classes for the next nine weeks, which is effective for this population of students, but makes it difficult for transfer students to transfer in the middle of a quarter.

In response to questions from the committee members, **Ms. Zydel** said almost one hundred percent of students who drop out come back to Meridian Academy. Students who are in trouble with the law are given a chance to complete school rather than go to jail, and are put on probation. Seventy-five percent are successful in getting off probation, unless drugs are involved, which makes it more difficult. Public schools would benefit from more flexibility in how they can use funds, she added. **Ms. Zydel** has used her award money to purchase a math program for students. She concluded that there are several ways the legislature can help public education, such as not blaming alternative schools for high drop out rates, congratulating the five-year graduates from the program, encouraging a mastery-based grading system, promoting preschool, and providing financial assistance for educational materials. She added that students who leave school in second grade to be home schooled often come back to fifth grade with second-grade skills, and parents should be required to prove their child is being educated.

Superintendent Sherri Ybarra, State Department of Education, shared her vision for public education. She said the Every Student Succeeds Act (ESSA) gives more flexibility to states and allows Idaho to keep what is best for Idaho's children. It also moves away from over testing and a one-size-fits-all accountability structure. She outlined the goals of the strategic plan as helping students be ready for colleges and careers, holding all stakeholders mutually responsible, and attracting and retaining great teachers to Idaho.

Ms. Ybarra explained the sixteen remaining task force recommendations. One recommendation is to restore operational funds to account for inflation and an increased number of students. She also asked for an increase of \$800,000 to fund mastery-based education. Currently, Idaho Schools have one counselor for every 434 students. The ASCA recommends a ratio of one to 250, so she is requesting \$1,750,000. The technology request of \$15 million is an increase of two million to support teachers and students with common-sense technology. The request of \$2.2 million will be used to support wireless infrastructure.

The request of \$2.6 million is a reduction of \$985,000.00 from FY16. It removes Schoolnet from the State Budget. **Ms. Ybarra** said she believes this information does the most good at the local level, not the state level, and each district has unique needs. The request for \$1.7 million is to fund math coaches. The nine language arts coaches worked well, and the Department wants to replicate what has worked. The request for \$700,400 is an increase of \$400,400 from FY16 for evaluation, training and development.

The request of \$5 million for literacy proficiency was based on collaborative effort and input. Funds may be used for optional full-day kindergarten, early intervention, and professional development. **Ms. Ybarra** explained over seventy percent of Idaho's school districts are rural, and experience professional isolation and a lack of extra-curricular resources. The request of \$300,000 for rural school centers can be used for what each individual district needs.

Superintendent Ybarra requested a 13.9% increase in funding for the career ladder, and a net increase of 5.8% for salary, benefits and apportionment. The Department is working on reviewing current evaluation tools to address the teacher shortage, and establishing Idaho's first rural education center. It is also working on removing SBAC requirements at the high school level and permanently removing SBAC from the high school graduation requirements.

In response to questions from members of the committees, **Ms. Ybarra** said the academic college and advising piece of the Department's plan will address school districts which do not currently offer advanced placement classes. The Department has started initiatives to address the high rates of remedial classes needed at the post-secondary level, but it will need three years of data using the new ISAT test scores to know if the initiatives are working. Ms. Ybarra said she believes a lot of professional training needs should come from the individual to the districts, and the rural education centers can help with this. When operational funding is increased, she added, the Department can determine which programs most districts are using, and eliminate programs which are less successful. She said more data is needed, as well as the ability to affect change at the local level. Individual student data is not helpful at the national level. Members of the measurement team in the Department know the goals, direction and information needed for strategic plans, as well as how to measure effectiveness.

Superintendent Ybarra explained the SAT is supported by 60% to 70% of superintendents. The SBAC measures standards, but school districts need a tool to measure college and career readiness. The U.S. Department of Education is advocating mastery-based education, and discussions at the State Board of Education level have started, but no decisions have been made. The problems with SBAC will not be solved this year or next, but they can be addressed.

ADJOURN: There being no further business to come before the committee, **Senator Mortimer** adjourned the meeting at 5:18 p.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Tuesday, February 02, 2016

SUBJECT	DESCRIPTION	PRESENTER
RS24191	Music in Our Schools Month	Rep. John McCrostie
	Kerby Subcommittee on Administrative Rules	Rep. Ryan Kerby
	Dixon Subcommittee on Administrative Rules	Rep. Sage Dixon
	Clow Subcommittee on Administrative Rules	Rep. Lance W. Clow
Docket No. 08-0203-1509	Rules Governing Thoroughness	Rep. DeMordaunt
H 391	Adjusted Market Value Report	Blake Youde, State Board of Education
H 392	Education, Youth Ed. Acct. Repealed	Blake Youde, State Board of Education

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel(Green)

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Tuesday, February 02, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: **Ron Curtis**, Idaho Music Education Association; Chris Taylor, Boise Schools; Rep. John McCrostie; Blake Youde, State Board of Education; Robin Nettinga, Idaho Education Association; Rana Schraeder, Idaho Educational News; Phil Homer, Helen Price, Rob Winslow, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Charlie Foster, Lobby Idaho; Brad Hunt, O.A.R.C.; Tim Corder, State Department of Education; Karen Echeverria, Idaho School Boards Association; Russ Heller, N.C.H.E.; Jon Oppenheimer, I.C.L.; Marilyn Whitney, Governor's Office

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

RS 24191: **Rep. McCrostie** spoke in support of **RS 24191**, which recognizes March as Music in Our Schools Month. Rep. McCrostie said music education gives students a sense of pride and empowerment, and music students are the most likely to be admitted to medical school. Students who study music have increased achievement in all subjects, regardless of socio-economic status or race. National standards were changed to recognize the importance of music in a well-rounded education.

Ron Curtis spoke in support of **RS 24191**. The Idaho Music Education Association supports Music in Schools Month. Schools celebrate in different ways across the state.

MOTION: **Rep. Boyle** made a motion to introduce **RS 24191** and recommend it be sent to the Second Reading Calendar. **Motion carried by voice vote.** **Rep. McCrostie** will sponsor the bill on the floor.

DOCKET NO. 08-0203-1510: **Rep. Kerby** explained this docket adds physical education to the list of curricular items for which the state provides materials.

MOTION: **Rep. Mendive** made a motion to approve **Docket No. 08-0203-1510.** **Motion carried by voice vote.**

DOCKET NO. 08-0203-1508: **Rep. Kerby** explained this docket brings Idaho into compliance with the Disabilities Act. The number of calendar days to implement an IEP excludes days the school is not in session.

MOTION: **Rep. Gestrin** made a motion to approve **Docket No. 08-0203-1508.** **Motion carried by voice vote.**

DOCKET NO. 08-0202-1504: **Rep. Kerby** explained this docket reviews standards for professional personnel and adds foreign language as a subject, which is currently not included.

MOTION: **Rep. Gestrin** made a motion to approve **Docket No. 08-0202-1504.** **Motion carried by voice vote.**

DOCKET NO. 47-0101-1501: **Rep. Dixon** explained information should belong in a different manual than it currently is, and this docket remedies that.

MOTION: **Rep. Pence** made a motion to approve **Docket No. 47-0101-1501. Motion carried by voice vote.**

DOCKET NO. 08-0109-1501: **Rep. Dixon** said this docket relates to the GEAR UP Idaho Scholarship and makes it easier to retain the scholarship if a student has an interruption in post-secondary education.

MOTION: **Rep. Harris** made a motion to approve **Docket No. 08-0109-1501. Motion carried by voice vote.**

DOCKET NO. 08-0113-1501: **Rep. Dixon** said the subcommittee recommends the committee do not approve this docket. The grade point average would be changed from a weighted to an un-weighted grade point average, which would make it more difficult for students in advanced placement classes to compete for scholarships.

Rep. VanOrden added the Senate Education Committee only rejected certain sections, not the entire rule. **Rep. McDonald** agreed only certain parts of the rule should be rejected. **Rep. Clow** said the sections concerning grade point average are 010.01 and 101.02a.

Tracie Bent, State Board of Education, said there is not currently a fair and equitable way to weight grades across every school district, as not all districts offer advanced placement classes.

MOTION: **Rep. Dixon** made a motion to approve **Docket No. 08-0113-1501**, with the exceptions of section 010.01 and 101.02a.

Rep. Harris said many students are taking dual credit classes, and receiving college credit. Dual credit classes are available in all the school districts, and those classes are also challenging. He did not support rejecting the sections changing scholarship determination from weighted grades to non-weighted grades. **Rep. McDonald** stated he hoped the State Board of Education would consider making dual credit classes a weighted grade, as well as the advanced placement classes.

VOTE ON MOTION: **Motion carried by voice vote. Rep. Harris** requested he be recorded as voting **NAY**

DOCKET NO. 08-0201-1501: **Rep. Clow** said this rule allows passing scores on the G.E.D. to be used for a high school equivalency certificate.

MOTION: **Rep. Shepherd** made a motion to approve **Docket No. 08-0201-1501. Motion carried by voice vote.**

DOCKET NO. 08-0201-1502: **Rep. Clow** said this docket brings the rule into alignment with laws from 2014, and uses the term "Continuous Improvement Plan."

MOTION: **Rep. Kloc** made a motion to approve **Docket No. 08-0201-1502. Motion carried by voice vote.**

DOCKET NO. 08-0203-1505: **Rep. Clow** explained this docket replaces the term "tech prep" with "technical competency credit," and expands the definition.

MOTION: **Rep. Kloc** made a motion to approve **Docket No. 08-0203-1505. Motion carried by voice vote.**

DOCKET NO. 08-0203-1507: **Rep. Clow** explained this docket adds language to a rule regarding younger students who take high school classes before entering high school. Grades will not be automatically transferred to the high school transcript. Parents will be notified of the grade and of the option to opt out of the grade transfer. The docket also removes the ISAT test in tenth grade as a requirement for graduation, as those students took the field test.

MOTION: **Rep. Shepherd** made a motion to approve **Docket No. 08-0203-1507. Motion carried by voice vote.**

DOCKET NO. 08-0203-1509: **Chairman DeMordaunt** said he felt a better job of getting feedback from citizens was needed. He recommended the committee reject **Docket No. 08-0203-1509**. **Rep. Kerby** said he thinks the rule is well written and an improvement, but he agreed with the need for more feedback.

MOTION: **Rep. McDonald** made a motion to reject **Docket No. 08-0203-1509**.
Chairman DeMordaunt said he thinks the public should be given more opportunity to comment on all sections the rule addresses. **Rep. Clow** added he believes the standards can be written without using terminology which draws a conclusion.

VOTE ON MOTION: **Motion carried by voice vote.**

H 392: **Blake Youde**, State Board of Education, explained this bill repeals the Youth Education Fund, which was created in 1992 but never established in the State Treasury, and is duplicated by the Safe and Drug Free School Program. In response to a question from the committee, he added that the funds in the Safe and Drug Free School Program are not restricted to only advertisement use.

MOTION: **Rep. Harris** made a motion to **send H 392 to the floor with a DO PASS recommendation. Motion carried by voice vote.** **Rep. Harris** will sponsor the bill on the floor.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 9:53 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Wednesday, February 03, 2016

SUBJECT	DESCRIPTION	PRESENTER
	The Every Student Succeeds Act (ESSA): A Briefing for Idaho	Lee Posey, Federal Affairs Counsel National Conference of State Legislators

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow
Vice Chairman VanOrden	Rep Gestrin
Rep Shepherd	Rep Harris
Rep Wills	Rep Mendive
Rep Boyle	Rep McDonald

Rep Dixon
Rep Kerby
Rep Pence
Rep Kloc
Rep Rubel(Green)

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Wednesday, February 03, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Lee Posey, National Conference of State Legislatures; Tim Corder, Sherri Yburra, State Department of Education; Carlie Foster, Lobby Idaho

Chairman DeMordaunt called the meeting to order at 9:03 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes of January 28, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Clow** made a motion to approve the minutes of January 29, 2016. **Motion carried by voice vote.**

Lee Posey (National Conference of State Legislatures) gave a presentation on the Every Student Succeeds Act. She said the problems of NCLB included too much federal control, an AYP Metric and 100% proficiency to define a "highly qualified teacher," waivers required for states to opt out of the requirements, and the grants and waivers being tied to Common Standards and federal policies. Included in the ESSA bill are the involvement of state legislatures, prohibitions on secretarial federal authority, and a new approach for accountability. The intent of the law is flexibility for the states. It prohibits the secretary from setting standards for the states, but does not say how the states should set their standards. This is the correct time, she added, for states to think about what they want to do and what they want to change.

Ms. Posey added that the states must institute interventions for schools performing in the bottom five percent, and failing to graduate one-third or more of their students, but the interventions are not defined. There is flexibility in how to intervene. The ESSA provides new grants and increased Title I funding. Idaho is estimated to receive \$8 million in FY2017. The portability of federal funding following the student, however, did not make it in the bill. Title II changes benefit Idaho, as they are based on the percentage of children in poverty. Other programs allow states to use the federal funding to replicate successful charter schools. Ms. Posey said the Early Education Provision allows literacy grants to be used for early childhood education.

In response to questions from the committee, **Ms. Posey** said NCSL will make sure the states have information on providing feedback during the rule-making process, and it is starting with assessment. She added that the legislation is 1,000 pages long and could take years to implement. She encouraged the State Department of Education to reach out to NCSL and request information. Regarding the 95% testing rate, Ms. Posey said this is still an issue for Idaho. The states can protect parent rights and allow students to opt out of testing, but the state must still have a 95% participation rate to receive funding.

Superintendent Sherri Ybarra, State Department of Education, was asked to elaborate on the information in the presentation. She said the federal rule-making process is concerning, and the Department could use the legislature's support. The U.S. Department of Education has not interpreted the new provisions or accountability model, so she recommended Idaho not make large changes until the U.S. Department is more specific. In response to questions from the committee, Ms. Ybarra said the State Board of Education is working on an accountability model, but it is going slowly, so federal funding is not put in jeopardy.

Ms. Posey added that Idaho should be looking at programs it wants to change, but the process is ongoing, and Idaho can continue its current efforts. Idaho can look at places where it might want to use funding in different ways, because there is more flexibility in how funding can be used.

In response to questions from the committee, **Ms. Ybarra** said she sends out newsletters explaining changes, such as some of the early learning grants being moved to Health and Welfare. The newsletters she sends to the State Board of Education are more detailed than the Did You Know Newsletters she sends to legislators. She told the committee it could rely on her to convey information. The high school testing component is still being decided, and the State Department of Education is still having conversations with universities. The Department also meets with superintendents every two months. Not every district has a curriculum director or Title I Specialist, so superintendents are expected to know everything without training in these areas.

In response to questions from the committee, **Superintendent Ybarra** said parents are able to opt out of testing for their children. The school districts must submit a plan to the U.S. Dept. of Education explaining how they are being proactive about reaching the 95% participation rate in assessments, but the plans no longer have to have a punitive element. It is important to educate parents regarding the need to monitor students' progress, so resources can be used in areas which need the most improvement. States no longer need to require testing for high school graduation, and Title I Waivers from states no longer need to show a punishment element for schools not reaching a 95% participation rate. Ms. Ybarra added that her office sends a communications tool kit to superintendents, and Idaho did achieve the 95% participation rate. The testing time has been reduced by 30 minutes in each section of the test, and reports for parents are easier to read. The tests show where resources should go, and are tied to Title I Funding, so communication to parents and education is important.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 10:06 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Thursday, February 04, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>RS24165</u>	Separate Contracts for School District Extended Days	Rep. Kerby
	State Board of Education Update and Initiatives	Matt Freeman, Executive Director; SBOE
	Governor's Task Force for Improving Education	Richard Westerberg, Member; SBOE

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow
Vice Chairman VanOrden	Rep Gestrin
Rep Shepherd	Rep Harris
Rep Wills	Rep Mendive
Rep Boyle	Rep McDonald

Rep Dixon
Rep Kerby
Rep Pence
Rep Kloc
Rep Rubel

COMMITTEE SECRETARY

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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Thursday, February 04, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Robin Nettinga, Idaho Education Association; Richard Westerberg, Matt Freeman, State Board of Education; Jess Hansen, Idaho School Boards Association; Steve Rayboral, Amy Lorenz, PTO; Helen Price, Phil Homer, Rob Winslow, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Clark Corbin, Educational News; Kelly Edgintar, Idaho Virtual Academy

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

Chairman DeMordaunt turned the gavel over to **Vice Chair VanOrden**.

RS 24165: **Rep. Kerby** spoke in support of **RS 241765**. He explained the number of days school districts contract with professional personnel is negotiated in the Spring. Certain positions, such as counselors and psychologists, are required to work a few more days than the contracted days. In the past, the standard contract had a separate section for extra contract days, and the extra days were not considered a property right, so school districts could have some flexibility with distributing extra days among personnel. Now, the number of contracted days, including any extra days, are in one line of the contract. This presents a budgeting issue for school districts, who are asking for the ability to put extra days on separate, supplemental contracts.

In response to questions from the committee, **Rep. Kerby** explained the funding for the regular school year days comes from the Career Ladder Fund, and the funding for extra contract days comes from a different source. Typically, the standard and supplemental contracts are given at the same time.

MOTION: **Rep. Mendive** made a motion to introduce **RS 24165**. **Motion carried by voice vote.**

Matt Freeman, executive director of the State Board of Education, gave a presentation on Board updates and initiatives. He said the classified salaries for state employees are sixteen percent below the private market salaries, and salaries for state higher education association salaries are 40-56% of median salaries, which present recruitment and retention challenges. He added he appreciates the governor's recommendation of a three percent increase in salaries.

The number of 25-34-year-old Idahoans with a post-secondary certificate or degree has been decreasing the last few years, from 42% to 40%, which is the opposite trend the state wants to see, with its goal of 60%. College retention rates have also gone down the last few years, said **Mr. Freeman**. Studies show students do not go on to post-secondary education if they do not enroll immediately after high school. The number of high school students who go on to post-secondary education varies by location in the state.

Mr. Freeman said the strategies to increase the Go On Rate include the following:

- Direct admissions to college - Acceptance letters were sent to high school graduates with the required grades and test scores for college entrance
- College Appreciation Week Activities
- Next Steps Website - Help for students and parents
- Lowest tuition increases in 15 years
- Increased financial aid opportunities
- Statewide dual credit - has grown almost 300% from 2008-2015
- Increased funding for the Idaho Opportunity Scholarship - the governor recommended almost double
- Increase need-based grants (Idaho near the bottom of the chart with approximately \$2 per eligible students)

Mr. Freeman said the governor recommended approximately \$5 million for the adult degree completion scholarship. Any help the legislature can give to increase financial aid will pay dividends to students and the state, he added. Currently, Idaho gives approximately \$60 per student in financial aid. The national average is \$210. He encouraged the committee to support enough annual appropriations to colleges to make up for a tuition lock.

Mr. Freeman said the governor recommended \$5 million to be used for efforts to turn the Eastern Idaho Technical School into a community college. Feasibility and economic studies are being done. Data proves post-secondary education provides a high return on investment, he added. People with post-secondary educations weather economic downturns better and will earn enough by age thirty-three to compensate for the years out of employment and the college costs.

In response to questions from the committee, **Mr. Freeman** says he believes the governor's office will decide criteria for the adult completion scholarship. The criteria for the Opportunity Scholarship is a combination of grades and being the first applicants. The State Board of Education has been working with colleges to refine how to credit prior experience and make sure this option is not under used. Mr. Freeman said the Board would be willing to give a report on the progress of the prior learning initiative next year.

Richard Westerberg, State Board of Education, gave a presentation on the governor's task force for improving education. He said **H 110** in 2015 provided seed money for investigating mastery-based education and starting incubator projects. A change from average daily attendance to average daily enrollment for funding is recommended. The Idaho Core Standards were adopted in 2010. The task force found students should demonstrate literacy proficiency before moving on to courses with significant content. The governor added \$5 million to expand post-secondary access while in high school.

Mr. Westerberg said the ESSA gives states more flexibility in the accountability system, and the task force looked at restructuring the accountability structure. The task force recommends removing laws which impede flexibility, and moving the decision-making process to local districts. The annual strategic planning, assessment and improvement piece requires districts to have a strategic plan. It also recommends restoring the Operational Fund to 2009 levels. A phased implementation of the Career Ladder Compensation Model, which combines competitive salaries with rewards and responsibility, is recommended.

Mr. Westerberg said the task force recommended expanding the high-speed bandwidth and wireless infrastructure, and adopting a statewide system for educator collaboration. The technology grant was discontinued, and the funds are available for districts to use where they need them most, to ensure educators and students have adequate access.

Mr. Westerberg added some progress has been made, but more work is needed, and the 2016 Legislature is considering forming an interim committee to address tiered licenses, mentor programs, ongoing professional learning, site-based collaboration, school administrator training, enhanced pre-service, and improved state teacher preparation programs. Also, the question of how to implement pupil service into the career ladder information will be addressed.

In response to questions from the committee, **Mr. Westerberg** said most decision making is made at the local district level, including the career ladder element. The task force is working on getting the earlier recommendations implemented and is not yet addressing early childhood education. **Vice Chair VanOrden** commented that much of the task force's recommendations are inter-connected. **Rep. Horman** and **Sen. Winder** are cochairs of a committee to work on the recommendations.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:13 a.m.

Representative VanOrden
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Friday, February 05, 2016

SUBJECT	DESCRIPTION	PRESENTER
H 428	Unclaimed College Savings Program Accounts	Christie Stoll, IDEAL College Savings Plan
S 1210	Professional-Technical Education	Blake Youde, State Board of Education

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Friday, February 05, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Wills

GUESTS: Dwight Johnson, Amy Lorenzo, Steve Rayboral, Professional-Technical Education; Liz Hatter, Blake Youde, State Board of Education, Phil Homer, Idaho Association of School Administrators; Marilyn Whitney, Governor's Office, Clark Corbin, Educational News

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

H 428: **Jace Perry**, State Treasurer's Office, spoke to **H 428** on behalf of Christie Stoll. He said this legislation is a proactive move by the Idaho College Savings Plan to protect accounts from tax penalties when they are transferred to Unclaimed Property. The assets will not be liquidated, which would result in an unqualified withdrawal penalty of 10%. The money is left in the account until the owner or beneficiaries are found and given a chance to use the funds for educational purposes. The Unclaimed Property Division will help find the owner or beneficiary of the account.

In response to questions from the committee, **Mr. Perry** said if the owner is not found, both IDEAL and the Unclaimed Property Division try to find the beneficiary of the account.

MOTION: **Rep. Clow** made a motion to send **H 428** to the floor with a **DO PASS** recommendation.

In response to further questions from the committee, **Mr. Perry** said the college savings program administration keeps a data base of contact information, and uses that information to try to locate owners of accounts. After three years, if the account has not been claimed, and the owner and beneficiary are not found, it goes to the Unclaimed Property Division. The accounts are not turned over to the Unclaimed Property Division until the beneficiary has turned twenty-one. If some of the account is being used, it is not considered dormant or unclaimed. **Rep. Clow** added the dormancy period classification is for the protection of the owner, as unused accounts are easy targets for embezzlers.

Cozette Walters, Office of the Treasurer, added that the Unclaimed Property Division uses many sources of information, such as DMV records, social security records, and credit card data bases to locate owners of accounts. The program administration also advertises in radio, television, and on the internet to try to find owners of unclaimed property. For high value claims, the department does further investigative research to find owners of unclaimed property.

**VOTE ON
MOTION:** **The motion carried by voice vote. Rep. Clow** will sponsor the bill on the floor.

S 1210: **Blake Youde** spoke to **S 1210**. He said this legislation changes the name of professional-technical education to career-technical education, which is a nationally-used term. The fiscal impact will be \$3,100, to change the name on the website, letterhead, business cards and other places.

MOTION: **Rep. Kloc** made a motion to send **S 1210** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote. Rep. Kloc** will sponsor the bill on the floor.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 9:19 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #2
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Monday, February 08, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>RS23982C1</u>	Sick Leave Transfer	Blake Youde, OSBE
<u>RS24411</u>	Interim Committee to Study Public School Funding	Rep. Horman
<u>RS24415</u>	Reading Instruction/Intervention	Rep. VanOrden
	Governor's Task Force Literacy Subcommittee Report	Debbie Critchfield and Blake Youde, OSBE; Rep. VanOrden
<u>RS24122</u>	Ed Support Program, Literacy	Blake Youde, OSBE
	Idaho Education Technology Association	Will Goodman, former president of IETA

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow
Vice Chairman VanOrden	Rep Gestrin
Rep Shepherd	Rep Harris
Rep Wills	Rep Mendive
Rep Boyle	Rep McDonald

Rep Dixon
Rep Kerby
Rep Pence
Rep Kloc
Rep Rubel

COMMITTEE SECRETARY

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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Monday, February 08, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Shepherd

GUESTS: Don Drum, PERSI; Will Goodman, Idaho Educational Technical Association; Debbie Critchfield, Blake Youde, State Board of Education; Helen Price, Rob Winslow, Idaho Association of School Administrators; Tim Corder, State Department of Education; Harold Ott, Idaho Rural School Administrators; Marilyn Whitney, Governor's Office

Chairman DeMordaunt called the meeting to order at 9:03 a.m.

RS 23982C1: **Blake Youde**, State Board of Education, spoke to **RS 23982C1**. He explained this legislation includes school district employees as those able to transfer sick leave, when changing jobs from one educational institution to another. "State educational agency" is defined in section 67-5302, and the 90-day sick leave transfer maximum is removed for community college and school district employees in 33-1217. In response to questions from the committee, Mr. Youde said the transfer of sick leave refers to number of days.

MOTION: **Rep. Wills** made a motion to introduce **RS 23982C1**. **Motion carried by voice vote.**

RS 24411: **Rep. Horman**, District 30, spoke to **RS 24411**. She said the Interim Committee which studied the public education funding formula found funding does not move with mobile students, who move after the first of the year. School districts have more mobile students, more special needs students, and more English Language Learners than they did in 1994, and schools themselves have changed, as there are more charter schools and other types of schools. In addition, staffing has changed, and the old formula does not recognize the difference between a playground supervisor and an IT supervisor. Health costs have also increased since 1994.

In response to questions from the committee, **Rep. Horman** said the committee's recommendations reflect a collaborative effort between all stakeholders, and all the stakeholders support the committee's recommendations.

MOTION: **Rep. Clow** made a motion to introduce **RS 24411**. **Motion carried by voice vote.**

RS 24415: **Rep. VanOrden**, District 21, spoke to **RS 24415**. She served on a literacy committee which found the comprehensive literacy plan did not include the aspect of parental involvement. The committee researched what other states have done. The reading instruction and intervention plan for low readers will include parents, teachers, and other school personnel. The plan will be created within thirty days of identification, and parents will be given resources to help them at the first meeting. This way, parents will not have to wait until parent-teacher conferences to discover their children are low readers. This legislation also contains a component for reporting how many students are below reading level. The legislation also requires parents be notified of which intervention plans will be used during the school day.

MOTION: **Rep. Wills** made a motion to introduce **RS 24415**. **Motion carried by voice vote.**

Debbie Critchfield, State Department of Education, gave a report from the Governor's Task Force Literacy Subcommittee. The subcommittee recommends students not be moved on to classes with significant content learning before mastering literacy. Research finds achieving literacy proficiency by the end of third grade is critical to student success. The Literacy Subcommittee found four areas for improvement. First, the subcommittee recommends the state expand support for reading interventions for struggling early readers. Currently, there is no requirement or funding for supplemental instruction for students who score in the basic (2) level. The subcommittee recommends schools be required to provide these students with at least twenty hours of supplemental instruction, and that the state provide funding to support this.

Rep. VanOrden also served on the literacy subcommittee. She said the subcommittee recommends increasing funding for students who score basic, as well as below-basic scores on the reading assessment. The estimated intervention cost for kindergarten students who score below basic is 4,251 students times \$2,310, for a total of \$9.8 million. The estimated intervention cost for kindergarten students who have basic scores is 5,475 times \$1,155, for a total of \$6.3 million. The estimated intervention cost for expanding intervention to students in grades one through three, who achieve a basic score (2) on the reading assessment, is 15,487 students times \$53.27, for a total of \$824,902.90. The type of interventions used will be determined by the school districts. To prevent any delay in providing services, the funding for kindergarten students should be calculated based on the average number of students who performed in each category over the previous three years, thus allowing funding to be provided at the beginning of the school year. Funding can be adjusted after students have taken the Fall IRI.

Rep. VanOrden said funding is currently only provided for students who complete the IRI test. Students with significant cognitive impairments, approximately one percent of Idaho's students, take the Alternative IRI, and interventions are not funded for these students. The subcommittee recommends specifying in Idaho Code that students may qualify for reading intervention based on their score on either test.

Rep. VanOrden said the subcommittee also recommends the state consider adopting an updated version of the IRI which will provide a better measurement of literacy than the current version, which is a screening assessment. An assessment measuring comprehension will provide results which can help develop individualized interventions. The cost is to be determined. A subcommittee of the Literacy Committee is currently reviewing responses to its request for information to gauge what assessment packages are available and the costs of the packages.

The subcommittee also recommends the state provide funding to schools to purchase two books per student, per year in grades kindergarten through fifth grade. Although secondary schools typically have some funding for library renewal, elementary schools often struggle to find funds for this purpose. The estimated cost for year one is \$1.2 million, and \$1 million for year two, and \$1 million for year three.

In conclusion, said **Rep. VanOrden**, literacy skills are very important. Prisons are using third-grade reading scores to calculate how many beds they will need, as those students not reading at grade level by grade three are less likely to graduate and be successful and productive citizens. The ability of Idaho's children to read will impact the qualifications of Idaho's future workforce, its innovation, and its quality of life.

In response to questions from the committee, **Ms. Critchfield** said reading proficiency is the primary focus of kindergarten. In half-day kindergarten classes, there is not a lot of time for recess or extra classes. Although stakeholders recognize the importance of pre-k providers and parents, this legislation deals with what schools and teachers can influence. She added the subcommittee wants to bring awareness to parents that literacy is important.

In response to questions from the committee, **Rep. VanOrden** said districts could use a program such as Upstart, but this legislation allows districts to choose how to use the funding, as best fits the needs of the districts. **Chairman DeMordaunt** encouraged the committee to read the Planning Policy and Government Affairs Report from August 2015.

In response to questions from the committee, **Ms. Critchfield** said only approximately 600 kindergarten-aged children in Idaho don't attend kindergarten. The IRI test in the Fall is a screening test, for teachers to know where students are starting, and the one in the Spring is to determine if students are reading at grade level. Students need to score higher in the Spring to be considered proficient.

RS 24122C1:

Blake Youde, State Board of Education, spoke to **RS 24122C1**. The purpose of the legislation, he said, is to give districts the ability to provide the interventions which are best for them. School districts receive \$100 per student for students scoring below basic (1) on the IRI, and \$50 for each student scoring basic (2). A score of 3 is considered proficient at grade level. The term "reading assessment" is used, because the IRI may be replaced. Section 3 repeals Section 33-1614, and Section 4 repeals Section 33-1615. Section 5 re-numbers Chapter 16-33 to Section 33-1615.

The new language instructs districts to provide a literacy intervention program for students scoring below grade proficiency. The intervention program is submitted to the State Board of Education for review, and parents must be involved, because parental involvement is a key element of literacy proficiency. Each school district decides how to best serve its students. The literacy intervention program must include a minimum of 60 hours (20 minutes a day) for students scoring below basic, and a minimum of 30 hours (10 minutes a day) for students with a score of basic. Additional professional development for teachers is also included, and the governor's budget has a line item for literacy intervention. **Mr. Youde** said the Board of Education supports the governor's proposal of \$10.7 million.

In response to questions from the committee, **Mr. Youde** said funding is not included in this legislation. The legislation is left open for the legislature to fund. Each district determines where to include the extra reading time, based on how each district can best serve its students. This legislation addresses students in kindergarten through third grade. The recommended level of funding of \$10.7 million is based on an average of students over the last three years who read below grade level on the statewide assessment test. This calculation provides \$290 per student. The funding could be used only for reading intervention programs. This legislation accommodates mastery-based educational models.

MOTION:

Rep. Kirby made a motion to introduce **RS 24122C1**. **Motion carried by voice vote.**

William Goodman, Director, gave a presentation on the Idaho Education Technology Association. The organization is twenty years old. It promotes, sustains and facilitates education technology. The organization gives \$10,000 in grants and conducts a conference every year with 650 attendees, the largest educational conference in the state.

Mr. Goodman explained school networks are very complex and use the same infrastructure as large corporations. Schools use programs unique to education, and school networks can be larger and more complex than the largest corporations in Idaho. St. Luke's networks accommodates 11,700 end users, and the West Ada School District accommodates 39,963 end users.

Mr. Goodman said the internet is vital to education, and the complexity of E-Note Funding is an issue. The bidding rules do not work well with the technical industry, and the current funding model makes it difficult to get qualified technical staff in schools. Also, more spending flexibility is needed for funding technical infrastructure.

Mr. Goodman explained how the IETA makes a difference to Idaho. Almost all of the jobs will require use of technology. Teachers need to be able to integrate technology. Technical staff provide support, guidance, and a safety net for teachers, and help them feel confident to try new technology. Without technical staff in schools, Idaho students will be left behind to students from more tech-savvy states, he added.

In response to questions from the committee, **Mr. Goodman** said the grant money comes from membership dues and money made from trade show vendors, after the Boise Center venue is paid. At the Mountain Home School District, students work on certifications and then can do internships with the tech department, said Mr. Goodman, and Mountain Home is promoting this program to other schools.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:30 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Tuesday, February 09, 2016

SUBJECT	DESCRIPTION	PRESENTER
RS24108C1	Advanced Opportunity	Senator Thayn
RS24137	Community College Start-Up Account	Marilyn Whitney
RS23971	Contracts for Transportation Services	Tim Corder
	Boise State University Initiatives and Updates	Bob Kustra, President
	College of Innovation & Design	Gordon Jones, Dean

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Tuesday, February 09, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Marilyn Whitney, Governor's Office; Harold Ott, Idaho Rural School Administrators; Phil Homer, Helen Price, Rob Winslow, Idaho Association of School Administrators; Mark Browns, N.I.C.; Blake Youde, State Board of Education; Clark Corbin, Educational News; Tim Corder, Sherri Ybarra, State Department of Education

Chairman DeMordaunt called the meeting to order at 9:03 a.m.

MOTION: **Rep. Rubel** made a motion to approve the minutes of February 1, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Rubel** made a motion to approve the minutes of February 2, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Mendive** made a motion to approve the minutes of February 3, 2016. **Motion carried by voice vote.**

RS 24108C1: **Senator Thayn** spoke to **RS 24108C1**. He said this legislation addresses advanced opportunity. It unifies all the components of advanced opportunities. If funding is not needed by the time students graduate high school, then it is no longer available. There is approximately \$6 million in the budget.

MOTION: **Rep. Gestrin** made a motion to introduce **RS 24108C1**. **Motion carried by voice vote.**

RS 23971: **Tim Corder**, State Department of Education, spoke to **RS 23971**. He said this legislation concerns school contracts for transportation services. It restores the local decision making back to the districts, and makes them accountable. The legislation establishes that districts are responsible for transportation contracts and obeying laws, and provides a contract districts may use if they wish. In response to questions from the committee, Mr. Corder said once the district has arrangements with a provider, the Idaho Superintendent of Public Education has twenty-one days to approve the contract.

MOTION: **Rep. Wills** made a motion to introduce **RS 23971**. **Motion carried by voice vote.**

President Kustra, Boise State University, said people with a post-secondary education make up the top third of the socio-economic status. He added that he agrees with the governor's budget recommendations for education. BSU used Complete College of Idaho funding to bring in speakers, mentors and tutors. He said the literacy proficiency section of the budget, supporting literacy in kindergarten through third grade, is a crucial part of the budget.

President Kustra said that BSU grants 46% of all bachelor degrees granted in Idaho. The average cost of college is \$54,348, and the cost at BSU is only \$22,154. He added BSU is the least-funded college in Idaho. The geoscience department is one of the top twenty such departments in the nation. A study by the Department of Labor found 80% of BSU graduates continue to work in Idaho, and after five years, 65% are still working in Idaho. In addition, 44% of non-resident students stay in Idaho to work, and 83% of students from Idaho work in Idaho after graduation.

President Kustra added Boise has a growing technical economy, and it is important to BSU that its graduates are employable. The university spent a lot of time listening to employers to make sure its classes teach skills employers need. After listening to employers and studying programs at Harvard University, BSU created the College of Innovation and Design. BSU recruited the director of the Harvard Innovation Lab, **Gordon Jones**, to be the dean of the college.

Gordon Jones, College of Innovation and Design Dean, said there is a lot of pressure on higher education to keep up with technological changes. Programs which grant non-degree certificates and credentials for specific skills are becoming popular. BSU has been addressing what it considers deficits in higher education institutions, by making learning more inter-disciplines, offering classes linked to workplace demands, and encouraging more learning by doing, rather than lectures. The College of Innovation and Design, he added, is not one discipline, but pulls faculty from several disciplines. Its goal is to maintain and develop relevance for the jobs of today. He gave examples of classes in the College of Innovation and Design, some of which teach non-degree skills acquisition which can be added to any major. Students can use the college's resources to work on designs, which provides them with a compelling skill set. BSU is identifying employers who may want to offer an employee benefit to take online classes, which creates a lower turnover rate in jobs with high turnover.

In response to questions from the committee, **President Kustra** said one of the biggest problem areas to address to reach the 60% goal is in pre-k education, as many kids are behind in skills before they enter a classroom. He explained BSU has a low tuition rate, and is also the least-funded college in Idaho, which means there are a large number of students who are underserved. For example, there are too few faculty for current juniors, especially in the College of Engineering. A majority of out-of-state students say they want to work in Idaho, he added, and the impact on Idaho's economy of out-of-state students who stay in Idaho has not been calculated. Although it is difficult to get faculty to work with faculty from other disciplines, said President Kustra, the faculty at BSU are more interested in working together than the faculty at other colleges are.

In response to questions from the committee, **Mr. Jones** said the virtual reality requests, and using it to study muscle memory and public safety, are coming from the field. The goal of the College of Innovation and Design, added Mr. Jones, is to create culture change, and to be an innovation and incubation college open to other college disciplines. It borrows faculty from many disciplines. Recruitment officers have been going to high schools to educate students about BSU and the College of Innovation and Design, and one of the messages is that it can meet students where they are at and more perfectly represent their skills.

RS 24137:

Marilyn Whitney, Governor's Office, spoke to **RS 24137**. She explained this creates a new account in the higher education stabilization fund. It will be used to turn Eastern Idaho Technical School into a community college. It creates a community college start-up account, should voters approve a taxing district.

MOTION:

Rep. Harris made a motion to introduce **RS 24137**. **Motion carried by voice vote.**

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 10:09 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #2
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Wednesday, February 10, 2016

SUBJECT	DESCRIPTION	PRESENTER
	Rural Education Centers	Sherri Ybarra, Superintendent of Public Instruction Dr. Rich McBride, Superintendent of North Central Educational Service District, Wenatchee, Washington
	The Science of Early Learning	Dr. Noreen Womack, MD St. Luke's Children's Treasure Valley Pediatrics
	Early Learning: Where Is Idaho Today?	Priscilla Salant, Director; McClure Center for Public Policy Research

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Wednesday, February 10, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Wills

GUESTS: Mary Lou Kinney, self; Kathy Bayless, self; Russell Newbold, self; Maria Fuentes, self; Sara San Juan, self; Harold Ott, Idaho Rural School Administrators; Phil Homer, Idaho Association of School Administrators; Tim Corder, State Department of Education; Erica Compton, Angela Hemmingway, STEM Academy; Jodi Lovie, Teresa Weadick, Tom Corkery, NIC Head Start; Kathy Scott, AAUW Idaho; Blake Youde, State Board of Education; Clark Corbin, Educational News

Chairman DeMordaunt called the meeting to order at 9:03 a.m.

Superintendent Ybarra introduced **Rich McBride**, Superintendent of the N. Central Educational Service District in Washington. She explained the State Department of Education has a request for funding of \$300,00 to start rural education centers, such as those in Washington. They can assist school districts, especially small ones, in getting the most services for their funding, and she believes these rural education centers will be a huge cost savings for Idaho schools. Over 70% of schools in Idaho are in rural areas.

Mr. McBride explained he assists 29 school districts in a four county area. The districts range in size from 8 students to 8,000 students. The Educational Service Districts (ESD) have many names, and Washington is similar to Idaho. Sixty percent of its school districts are in small rural areas, some of which are in remote areas. The mission of the ESDs is to create equity and efficiencies for school districts. The statutory authority can be found in Section 28A.310.010, Section 28A.310.200 authorizes the ESDs to do anything requested by school districts, as long as it is not in conflict with other laws. The ESDs maximize education funding and provide equity and opportunity to all children, at a significant cost savings. They can adapt to the specific needs of each district.

Mr. McBride said the ESDs are not governed by the State Superintendent of Public Instruction. Instead, a seven-member board is elected by board members on local school boards. They serve a staggered 4-year term, and cannot serve on both the ESD and the local school board. The board members are not compensated. It is a volunteer position. Each of the nine ESDs receive core funding of \$500,000, which is approximately 4% of their total funding. Other funding comes from grants from companies and the federal government, and charging fees for services, such as training. The funds are used to pay for the superintendent, clerical support, a fiscal director, space rental, travel and overhead.

Mr. McBride explained the ESDs provide support to the State Department of Education on eleven key initiatives. They work with other ESDs and provide direct service to school districts on behalf of the State Department of Education and the legislature. The ESDs provide wide-ranging services for the needs and requests of school districts, such as grouping districts with similar problems to provide service as needed, such as a school nurse for one to two days a week.

Benefits of creating ESDs, said **Mr. McBride**, are that they provide flexibility for school districts, who can purchase only the services they need. The school districts have access to high quality personnel, because they work full-time for the ESD, when each school district might only be able to hire certain staff on a part-time basis. The ESD can also bring bargaining power to smaller school districts, because it represents many school districts to vendors.

In response to questions from the committee, **Superintendent Ybarra** said the \$300,000 line item request was for Idaho to create Educational Service Districts which will best serve Idaho's needs. For example, math nights of hands-on learning for students and parents have been difficult for districts to continue, due to inconsistencies in funding and leadership, and loss of materials.

In response to questions from the committee, **Mr. McBride** said the fee for services from the ESDs includes 9% to cover the overhead costs. The ESDs understand the unique challenges of each district and find ways to connect districts with similar problems. The ESDs can help prevent consolidations of small school districts, because they create consistency and equity no matter what size the school districts are. Some superintendents work for the ESD and serve more than one school district. This way, even small school districts can attract quality administrators. This is also true of IT staff. Smaller districts can have higher quality IT staff when they share the full-time staff from the ESD. The \$500,000 funding in Washington is for each ESD; although, there is some variation in areas with higher costs of living. Of the \$15 million total budget, the amount from the state can vary from 8% to 20%.

Superintendent Ybarra concluded that the State Department of Education would hire someone to be the director of the ESD, and the State Department of Education would offer support. Today, she is asking for the support of the committee members for the line item budget request of \$300,000 to establish an ESD.

Dr. Noreen Womack, St. Luke's Children's Treasure Valley Pediatrics, gave a presentation on the science of early learning. She explained the evolutionary advantage of brains which start out undeveloped, such as in humans, is to allow for more learning and adapting. Animals with a long time of dependency on their parents do not have to expend energy on survival, and can expend more energy on brain development.

The first 1,000 days of a child's life are the most important, said **Dr. Womack**. Every second, 700 new neural connections are formed, and this degree of growth only happens during the first couple of years of life. The reason pediatricians measure head circumference is to measure brain growth. By the time children enter kindergarten, 85% of their brains are developed. The governor has proposed \$10.7 million for K-3 education, but there is no state funding for pre-k education, she added. If time and resources are invested the first three years of a child's life, the child learns how to learn and develops confidence. The biggest return on investment is in pre-k education funding, where \$6-8 are returned for every dollar spent. Nationwide, two out of every three women send their infants to day care.

Priscilla Salant, McClure Center for Public Policy, said the recent focus of the McClure Center is education, agriculture and natural resources. The Center became involved in early childhood education when the Andrus Center asked it to co-host an Early Childhood Convention. According to the Fall 2014 IRI scores for children entering kindergarten, 50-69% of children are prepared for kindergarten, but there is a huge variation across the state, from 15% in some areas to 92% in other areas. In single-parent households, 24% of children are prepared for kindergarten. In low-income families, 40% of children are prepared for kindergarten, and in families with two parents working, 55% of children are prepared for kindergarten.

The common ground all stakeholders can agree on, added **Ms. Salant**, is that parents are important, encouraging learning is labor intensive, partnerships are essential, and rural areas have fewer resources. People also agree that local solutions are good, that data and values should drive decisions, and that there is a lack of services for parents who don't qualify for federal programs, but whose income is too low to afford quality day care.

In response to questions from the committee, **Ms. Salant** said toxic stress and adverse living conditions can change and disrupt the brain connections. Early pruning of neural connections can lead to schizophrenia. Some pruning is natural and important, but too much can lead to mental illness.

Chairman DeMordaunt commented that the amount budgeted for early childhood education for FY15 was \$104 million.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:24 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Thursday, February 11, 2016

SUBJECT	DESCRIPTION	PRESENTER
RS24305	Statewide Average Class Size Provisions	Rep. Nye
RS24457	Advanced Opportunities	Rep. Kerby
S 1208	Relating to Scholarships	Blake Youde, OSBE
	2016 Legislative Update: ID Dept. of Labor	Ken Edmunds, Director Department of Labor

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Thursday, February 11, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Wills

GUESTS: Blake Youde, State Board of Education; Robin Nettinga, Idaho Education Association; Phil Homer, Helen Price, Rob Winslow, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Marcia Jeding, I.A.C.I.; Ken Edmunds, Idaho Department of Labor; Larry Johnson, E.F.I.B.; Tim Corder, State Department of Education; Marilyn Whitney, Governor's Office

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes of February 4, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Rubel** made a motion to approve the minutes of February 5, 2016. **Motion carried by voice vote.**

RS 24305: **Rep. Nye** spoke to **RS 24305**. This legislation modifies the method of determining average class size from a state-wide average to an average for districts of similar sizes. The average class size for the Use It Or Lose It Rule is determined by comparing like-sized districts. Rep. Nye said this legislation has input from all stakeholders and is supported by all stakeholders, and he asked the committee to support **RS 24305**.

MOTION: **Rep. Kloc** made a motion to introduce **RS 24305**.
In response to questions from the committee, **Rep. Nye** said districts with class sizes larger than the average for their size would still be subject to the 1% penalty. This legislation only changes how the average class size is determined. Current statute states that if a district has enough students for 100 teachers, for example, it has to use state money to hire that many teachers. During the recession, districts were allowed to hire fewer teachers (.905), but that number has been steadily increased to the original calculation. This legislation addresses larger schools being penalized, because the average class size was based on all sizes of schools.

**VOTE ON
MOTION:** **Motion carried by voice vote.**

RS 24457: **Rep. Kerby** spoke to **RS 24457**. This legislation creates scholarships for students who earn college credit while in high school, either through advanced placement classes, dual credit classes, summer school college classes, or international baccalaureate. Students who earn at least 10 credits are eligible for up to a \$1,000 scholarship, if they have a matching scholarship. Students who earn at least 20 credits are eligible for up to a \$2,000 scholarship, provided they have a matching scholarship. Students who earn an associate's degree are eligible for up to full tuition for two years, provided they have a matching scholarship.

Rep. Kerby added that section 3b adds language which allows students who have earned the college credit while attending an accredited high school in Idaho or its equivalent. The fiscal impact the first year will be \$1 million, and \$2 million the second year.

MOTION: **Rep. Gestrin** made a motion to introduce **RS 24457. Motion carried by voice vote.**

S 1208: **Blake Youde**, State Board of Education, spoke to **S 1208**. He said this legislation clarifies the qualifications for the armed forces and public safety officer scholarship, available to spouse or children of killed or disabled armed forces and public safety officers. Language is added which states the determination of disability may be made by the Public Employee Retirement System of Idaho (PERSI). In addition, changes would allow the Board the option to move responsibility for the investment of the Opportunity Scholarship Fund to be moved from the State Treasurer to the Endowment Fund Investment Board, based on which option would provide the greatest long-term investment return.

In response to questions from the committee, **Mr. Youde** said the State Board of Education would make public the agency responsible for the Opportunity Scholarship Fund at a meeting.

MOTION: **Rep. McDonald** made a motion to send **S 1208** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Mr. Youde** said the slain or disabled armed forces or public safety officer did not have to be vested in PERSI for the spouse or children to qualify for the scholarship. The reason the Endowment Fund Investment Board is being added as one of the agencies which can take responsibility for the fund is because it is capable of giving a higher rate of return on the investment. Neither the State Treasurer's Office, nor the Endowment Fund Investment Board, has an objection to the legislation.

VOTE ON MOTION: **Motion carried by voice vote. Rep. McDonald** will sponsor the bill on the floor.

Ken Edmunds, Director, gave a presentation on the Idaho Department of Labor's efforts as a connection between businesses and education. The Department's funding, he explained, is provided primarily through the federal unemployment tax through grants. The two areas the Department has been working on are workforce development and research. Idaho has led the nation in job growth during the last few months of 2015, said Mr. Edmunds. However, businesses are having difficulty finding a workforce with the education and skills they need. Although Idaho is listed as 44th in the nation for salaries, when the number is adjusted for Idaho's low cost of living, Idaho becomes 34th in the nation.

Mr. Edmunds gave examples of how grant money is being used around the state, including employer grants, industry sector grants, and rural micro grants, to help Idahoans acquire the education and skills needed for the jobs available. BSU is using a grant to hire more computer science teachers, which will allow enough students in the program to grant three times the computer science degrees. The Department of Labor is not overlapping the Division of Professional-Technical Training, he added, but filling gaps.

Mr. Edmunds said one of the challenges of the Department is the decreasing percentage of tax funds in the Workforce Development Training Fund. The unemployment insurance tax rate was reduced from 3.3% to 1.488%. The projected annual revenues for the training fund will decline \$5.5 million. The Department's legislative agenda includes expanding the Workforce Development Training Fund to include innovative training solutions, adding retraining as an allowable activity, coordinating training fund activities with employers and the state Division of Professional-Technical Education, eliminating the unencumbered balance transfer requirement (funds in excess of \$6 are transferred to the Employment Security Fund), and extending the program sunset clause to 2022.

Mr. Edmunds asked the committee to support the legislation funding career advising, which is an issue for many groups. If career advising is funded, he added, the Department of Labor will be in a position to help communities and the State Department of Education collaborate and consolidate resources. The target audience needs to be students, not job seekers, and include career awareness and parental involvement, he added.

In response to questions from the committee, **Mr. Edmunds** said the Department of Labor is currently very involved with getting information about the job market to students and parents, especially with the CIS Program and the high school redesign task force. He said he considers the minimum wage discussion to be mostly political, because employers know that for many of their jobs they cannot hire someone for less than \$9 or \$10 an hour. For the jobs with higher salaries, there is very little difference between Idaho salaries and the national average. There is market pressure across the nation to increase wages. Decreasing the unemployment rate is one of the goals of the Department, he added, but it is focusing on education funding first. The Department has created a plan in which the Department trains people to be trainers in companies with large workforce needs.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:23 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Friday, February 12, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>SCR 134</u>	State Board of Education 60% Goal	Brad Little, Lieutenant Governor
<u>HCR 33</u>	Public School Funding Formula Committee	Rep. Horman
<u>H 451</u>	Reading Instruction and Intervention	Rep. VanOrden
<u>H 450</u>	Literacy Intervention	Blake Youde, OSBE
	Department of Juvenile Corrections Education Update	Jim Pannell, Education Program Director

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Friday, February 12, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Boyle, Clow, Gestrin, Harris, Mendive, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Representative(s) Wills, McDonald

GUESTS: Sharon Harrigfeld, James Pannell, Ben Stoddard, Idaho Department of Juvenile Corrections; Erin Downey, Idaho Library Association; Matt Freeman, Blake Youde, State Board of Education; Rod Gramer, Hollis Brookover, Idaho Business for Education; Harold Ott, Idaho Rural School Administrators; Louie Konkol, SOPI; Emily McClure, Idaho Charter School Network, IVC; Alejandra Cerna, Idaho Voices for Children; Helen Price, Phil Homer, Idaho Association of School Administrators; Sherri Ybarra, State Department of Education; Marilyn Whitney, Governor's Office; Dwight Johnson, Idaho Professional-Technical Education

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes of February 8, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Rubel** made a motion to approve the minutes of February 9, 2016. **Motion carried by voice vote.**

SCR 134: **Lieutenant Governor Brad Little** spoke in support of **SCR 134**. He said it is important to have a target for educational goals. This resolution is important, because businesses in Idaho say the education level of the workforce is very important, and it is important the legislature stress the importance of education. There are many pieces necessary to accomplish the goal of 60% of Idahoans ages 25-34 attaining a post-secondary certificate or degree by 2020, such as dual credit classes and career counseling. Even the jobs in rural Idaho are more technical than they used to be, such as logging and agriculture. Having a work force with higher skill levels is important for every community in Idaho.

MOTION: **Rep. Kloc** made a motion to send **SCR 134** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Lieutenant Governor Little** said the goal is a very large one, and all contributing pieces must be improved, but increasing the number of career and professional-technical certifications granted will be the easiest to accomplish quickly, in time for the 2020 deadline.

Matt Freeman, Executive Director of the State Board of Education, said the Board and other stakeholder groups had all adopted the 60% goal. The amount of workforce needed for technical jobs is now at 68%. The board voted unanimously to support **SCR 134**. Mr. Freeman said he believes the initiatives which will help Idaho reach the goal by 2020 are intensive career advising, to help students know which credits will help them accomplish their goals, getting students out of non-credit bearing courses and into credit-bearing courses, and putting more focus on professional-technical counseling.

**VOTE ON
MOTION:** **Motion carried by voice vote.** **Chairman DeMordaunt** will sponsor the bill on the floor.

- HCR 33:** **Rep. Horman**, District 30, spoke in support of **HCR 33**. She said the current public school funding was established in 1994-95. Since then, there have been many changes, such as the addition of online schools and charter schools, and changes in student populations and learning environments.
- Matt Freeman, State Board of Education**, said many parties were involved in the creation of **HCR 33**, including the State Board of Education, the president pro-tem, the chairs and vice chairs of the House and Senate Education Committees, and **Rep. Horman**. All parties support the legislation and look forward to working on it, he added.
- MOTION:** **Rep. Clow** made a motion to send **HCR 33** to the floor with a **DO PASS** recommendation. **Rep. Horman** will sponsor the bill on the floor.
- H 451:** **Rep. VanOrden** spoke in support of **H 451**. she said the bill brings to light the importance of parental involvement in education, such as reading with the child and helping with school work. Section 1, lines 13-14, stress the importance of collaboration among parents, teachers and schools. Parental involvement in a child's education is the most powerful force, and is more powerful than social class, family size or other variables, she added. Section 33-1614 codifies reading intervention programs for students performing below grade level on literacy tests in kindergarten through third grade.
- Rep. VanOrden** said the reading improvement plans are not like IEPs, requiring lots of paperwork. They are created by the teacher, administrator, library personnel, and parents. Library personnel were included, because they know each student, what that student likes to read about, and that student's reading level. The legislation gives schools thirty days after receiving test results to prepare reading plans for students, and to notify the parents of their children's reading level and the creation of a literacy intervention plan. Teachers already prepare reading intervention plans, she added, this just requires parents be notified within thirty days of the school receiving the test results. In Section 33-1614, subsection a, the bill tells what the parent notification must include, including any other services the child may be receiving. Should the school be unable to engage the parent or guardian in the development of the reading plan, the school may proceed with the creation of the plan without parental participation after fifteen days of having made a good faith effort to involve the parent or guardian. At the end of the year, the parent is notified of the child's progress, so the parent knows if the child should be in a summer literacy program.
- Rep. VanOrden** said the bill includes a requirement to report testing numbers to the State Department of Education and the legislature, so both agencies know what progress is being made. This information is already available to the Department, but the legislature usually doesn't request it, she added. One reason for the requirement to notify parents within 30 days after the test results return is that this usually happens before parent-teacher conferences, so it is a more timely notification to parents than waiting for parent-teacher conferences. Teachers can also discuss the plan and test results at parent-teacher conferences.
- Superintendent Ybarra** added, if a school district accepts funding, it must already conduct IRI testing and report the results to parents. The legislation does not ask schools to do more than they already are doing, but simply stresses the importance of literacy to parents, she said. Including the librarian in the reading intervention plan is at the discretion of the school. If the appropriation for literacy is approved by the legislature, said Ms. Ybarra, the Department will be able to use some of the money to evaluate changing the IRI or replacing it. Information on strategies to help their children with literacy has been made available to parents, she added, and the State Department of Education has created a parental advisory council.

Erin Downey, Idaho Library Association, spoke in **support** of **H 451**. She said librarians are an untapped resource which have the necessary resources and expertise to assist with the literacy intervention plans. They know what each child enjoys reading about, and what each child's reading level is, and kids are willing to make more of an effort to learn skills when the materials are ones they find useful and relevant to their interests. Each district determines how much of a librarian's time is used to assist children with literacy.

Rod Gramer, Idaho Business for Education, spoke in **support** of **H 451**. He said parental involvement in education is very important to success in school, and the bill simply codifies what should already be happening by involving parents in a timely manner, and reporting results to the legislature to determine if the literacy intervention is working.

Alejandra Cerna, Idaho Voices for Children, spoke in **support** of **H 451**. She said parents are important first teachers, and this bill unlocks the potential for parents to participate in and be involved in their children's literacy. It makes schools accountable for communicating more clearly to parents when students score below grade level. Other areas where the school is required to communicate with parents are substance abuse and English Language Learners instruction, and literacy is just as important.

MOTION: **Rep. Harris** made a motion to send **H 451** to the floor with a **DO PASS** recommendation.

Phil Homer, Idaho Association of School Administrators, answered questions from the committee. He said that, although more paperwork does create a concern, **Rep. VanOrden** had made changes to make the bill more acceptable to administration.

VOTE ON MOTION: **Motion carried by voice vote. Rep. VanOrden** will sponsor the bill on the floor.

H 450: **Blake Youde**, State Board of Education, spoke to **H 450**. This bill provides literacy intervention to students in kindergarten through third grade who score below proficiency on the IRI. Currently, districts are only providing literacy intervention to students scoring below basic (1), and this bill would expand the intervention to students with a basic score (2), which is still below proficiency at grade level. Of the 36,000 students who score below grade level, 20,000 are not receiving literacy intervention help. Some districts use discretionary funds to provide literacy intervention.

Because the funding is determined each year by the Joint Finance and Appropriations Committee (JFAC) and the legislature, said **Mr. Youde**, the bill establishes that the cost of the program is not to exceed the funding. It is very focused in how the funding can be used, and accommodates any level of funding determined by the legislature. Section 33-1616 is the new section, with guidelines for reading intervention programs, a requirement for parental input and being aligned with the statewide literacy plan adopted in 2015, and the minimum number of supplemental literacy instruction for students receiving basic and below basic scores. This section also states the State Department of Education shall provide professional development to districts and schools on best practices supporting literacy instruction, and a report to the legislature on intervention program participation and effectiveness.

In response to questions from the committee, **Mr. Youde** said including library resources and purchasing supplemental books can be part of a school's literacy intervention program. School districts can design programs which best fit the district and the students. If future funding is less than this year's funding, schools will still have some resources from previous years, and this bill is designed to be flexible.

Harold Ott, Idaho Rural School Administrators, said that IRSA, IEA, ISBA, and IASA support **H 450**. The research is clear regarding the importance of achieving grade level literacy by grade three, he said, and the governor is proposing \$10.7 million for literacy programs. He said it is critical to emphasize to school districts that reading intervention means doing something in addition to regular classes in reading. The Lapwai School District went from 15-10% of students testing proficient in literacy to 80% of students achieving scores of proficient, in five years, he said. He attributed the raise in scores to a parent training component and funding from the Albertson's Foundation, which allowed the school district to hire a full-time staff member for literacy intervention. Parents were given resources, and books were sent home with students. Also, interviews with elders were translated and available to take home as reading material, which made literacy relevant and meaningful to the community.

Alejandra Cerno, Idaho Voices for Children, spoke **in support** of **H 450**. She said she hopes the bill is allocated robust funding, and children often improve literacy scores with additional reading time. The bill will benefit students who are reading below grade level.

Hollis Brookover, Idaho Business for Education, spoke **in support** of **H 450**. She said this bill and **H 451** are the culmination of the work of the Governor's task force and funding agenda. All the members of the task force were united in their understanding that the future of Idaho businesses is dependent on having an educated workforce, and the bar for what educated means keeps being raised. Only one-third of students are reading at grade level by third grade, and intensive literacy intervention is the best way to achieve results. The bill provides the tools to achieve results, and the governor's line item request for literacy provides the funding.

MOTION:

Rep. VanOrden made a motion to send **H 450** to the floor with a **DO PASS** recommendation.

Rep. VanOrden said the literacy subcommittee of the task force has formed a group to determine if Idaho wants to replace the IRI or change it, and is addressing the competencies and incompetencies of the IRI. School districts using an intervention program had great success, and she is concerned the school districts won't have the funding to include all students reading below grade level. She supports **H 450**.

In response to questions from the committee, **Chairman DeMordaunt** said the bill has flexibility based on the current year's funding, which is determined by the legislature each year.

**SUBSTITUTE
MOTION:**

Rep. Mendive made a substitute motion to table the vote until a time certain, February 18, 2016.

Rep. Mendive said he wanted time to look at a table of IRI scores by school district.

Rep. VanOrden said she was concerned the bill would not make it through the legislative process before the education budget deadline of February 29th.

**VOTE ON
SUBSTITUTE
MOTION:**

Chairman DeMordaunt requested a roll call vote on the substitute motion. **Motion carried by a vote of 7 AYE, 6 NAY, 2 Absent/Excused. Voting in favor of the motion: Reps. Shepherd, Boyle, Gestrin, Harris, Mendive, Dixon, Kerby. Voting in opposition to the motion: Reps. DeMordaunt, VanOrden, Clow, Pence, Kloc, Rubel. Reps. Wills and McDonald were absent/excused.**

James Pannell gave a presentation on the Department of Juvenile Corrections. He explained the Department receives its funding from the General Fund. It serves a diverse student population with complex needs, from ages ten to twenty-one. One of its main challenges is the recruitment and retention of education staff. Because the pay for teachers is rising, the Department no longer offers competitive pay. Also, the school year at the Department of Juvenile Corrections is 251 days, versus 142 to 175 days of a traditional school year calendar, and teachers have to prep for more classes than in a traditional school, act as substitutes for each other, and restrain students who are acting out.

The largest difference in student demographics, he explained, is the large percentage of students in the Department of Juvenile Corrections with emotional disturbances. However, math grades of the students it serves increased 90%. Reading scores increased 83%, and 47% receive a GED or high school equivalency diploma. The Department also received high marks, at the top or second to the top, in a recent survey of alternative school settings regarding the students' feelings of safety, support, and desire to learn.

Mr. Pannell thanked the legislature for 2015 funding for four full-time positions. Some of the students have severe emotional challenges, and the extra staff has helped. He added the Department has a high staff turnover, due to the high stress level. The focus of the Department is to maintain a strong high school program and post-secondary training, to help with transition from Juvenile Corrections to the workforce.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 10:51 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Monday, February 15, 2016

SUBJECT	DESCRIPTION	PRESENTER
H 452	Transfer of Sick Leave FY 2017 Education Budget Review	Blake Youde, OSBE Paul Headlee, Deputy Division Manager Legislative Services Office, Budget and Policy Analysis

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Monday, February 15, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Robin Nettinga, Idaho Education Association; Sue Nesbella, Francoise Cleveland, State Department of Education; Blake Youde, State Board of Education; Jess Harrison, Idaho School Boards Association; Phil Homer, Helen Price, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Clark Corbin, Educational News; Marilyn Whitney, Governor's Office; Dwight Johnson, Professional-Technical Education

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

H 452: **Blake Youde**, State Board of Education, spoke to **H 452**. He explained the bill removes the 90-day maximum allowance of sick leave transfer, for employees transferring from one state educational agency to another. Section 67-5302 includes a definition for state educational institution, because it had not been defined. Section 67-533a removes the limitation on the number of days which can be transferred when changing jobs from one state educational agency to another one. In response to a question, Mr. Youde said other state employees are able to transfer sick leave days at the same rate.

MOTION: **Rep. Kloc** made a motion to send **H 452** to the floor with a **DO PASS** recommendation.

Susan Nesbella, State Department of Education, spoke **in support of H 452**. She said the State Department of Education most often recruits employees for the Department from veteran teachers and administrators, which has been difficult, because they are reluctant to lose their sick leave accumulated from the school district. Because most people use large sick leave balances towards retirement benefits, the liability to the new educational institution should be minimal.

**VOTE ON
MOTION:** **Motion carried by voice vote. Rep. Kloc** will sponsor the bill on the floor.

Paul Headlee, Budget and Policy Analysis Dept., Legislative Services Office, explained the education budget requests for FY 2016 from the State Department of Education and the Governor's Office, as compared to previous years. The purpose of the legislative budget review, he said, is to compare the Department's requests with the Governor's recommendations. The percentage of the total funds which the Department of Health and Welfare and the Department of Correction are projected to use in FY 2016 has increased from the percentage of total funds they received in 1995; whereas the percentage of total funds which public schools and colleges are allocated has decreased since 1995, he explained.

All state agencies are required to recommend a 1% salary increase, said **Mr. Headlee**, and the Governor has increased that request to 3%. The classified category of staff at schools covers a wide variety of positions, and for every dollar the state contributes for classified wages, the local government contributes .54, which is a higher percentage than other categories.

In the transportation category, the State Department of Education is requesting \$7.5 million, and the Governor's recommendation is for no allocation for this line item, said **Mr. Headlee**. The Department is requesting \$2 million for literacy proficiency children's programs, and \$3 million for literacy proficiency central services. The Governor's recommendation is for \$10.7 million for literacy proficiency children's programs, and no allocation for literacy proficiency central services. The Governor's recommendation for the School for the Deaf and Blind is \$700 more than the Department requested.

In response to questions from the committee, **Mr. Headlee** said the Legislative Services Office believed support units would grow by 120. The actual amount of growth was 43 more than that, for a total in 2016 of 167 units. This explains the difference in the Department's numbers and the Governor's numbers. Also, said **Mr. Headlee**, the Governor is adding additional supporting units to account for averaging the daily attendance differently, and adding 92 units. The Joint Finance and Appropriations Committee (JFAC) budgeted for 167 support units last year and were off by 15, because Idaho is experiencing population growth.

Mr. Headlee explained the General Fund is approximately half of the total budget, and education accounts for 62% of the General Fund. The total spent on education, regardless of the source of funding, is 38% of all the funding. A smaller percentage of federal money is going to education, he explained, as it is going to Health and Welfare and Medicaid. The total budget is \$1.8 billion. Of that, \$268 million is federal funding. The addition of career ladder salaries and benefits as line items in the budget accounts for the reduction in the line items of salary-based apportionment and state-paid employee benefits, said **Mr. Headlee**.

Mr. Headlee said schools say they use much of their discretionary funds for health insurance and to pay utilities. With the cost of health insurance rising for the last nine years, the question has been raised as to whether or not health insurance should be a line item on the budget. This continues to be an issue, as health insurance costs have increased by 9%.

Chairman DeMordaunt asked the committee for their thoughts on how to prioritize the items on the budget, as he is presenting to JFAC the next day.

In response to questions from the committee, **Mr. Headlee** said some items which use to come out of the discretionary funds are now line items, which may relieve some of the pressure on the discretionary funding.

In response to questions from the committee, **Mr. Headlee** said the State Department of Education had requested a 1% salary increase for classified positions, and the Governor recommended a 3% increase.

MOTION:

Rep. Mendive made a motion to change the vote on **H 450** for time certain from Thursday, February 18 to Wednesday, February 17, as one of the speakers is not available on Thursday. **Motion carried by voice vote.**

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 9:58 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #2
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room WW02- Lincoln Auditorium
Tuesday, February 16, 2016

SUBJECT	DESCRIPTION	PRESENTER
RS24272C1	Date of Evaluations	Rep. Troy
RS24532	Concurrent Resolution Honoring Matt Paradis, Super Bowl Champion	Rep. Kerby
RS24518	School Safety	Rep. Horman
H 476	Statewide Average Class Sizes	Jessica Harrison, Communications & Government Relations, ISBA
H 442	Supplemental Contracts	Karen Echeverria, Executive Director Idaho School Boards Association
	Idaho School Boards Association - Legislative Update	John Menter, President Idaho School Boards Association

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Tuesday, February 16, 2016

TIME: 9:00 A.M.

PLACE: Room WW02- Lincoln Auditorium

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Wills

GUESTS: Shawn Dygert, Idaho Vocational Agriculture Teachers Association; Lindsay Park, Steve McDawel, Kendrick School District; Wil Overgaard, Weiser School District; Carol Warden, Rebecca Warden, Mountain View School District; Wendy Moore, Genesee Schools; Robin Nettinga, Paul Stark, Idaho Education Association; Helen Price, Phil Homer, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Ken Aplin, MSD 281; Clark Corbin, Educational News; Marilyn Whitney, Governor's Office

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

RS 24272C1: **Rep. Troy** spoke to **RS 24272C1**. She said school districts are required to complete evaluations by May 1st. ISAT test scores do not arrive in time to include them in the evaluations, so the deadline is being moved to June 1st and clarifies that evaluations must be completed before contracts are offered. If the test scores do not arrive in time, districts are allowed to use other criteria.

MOTION: **Rep. Dixon** made a motion to introduce **RS 24272C1**. Motion carried by voice vote.

RS 24532: **Rep. Kerby** spoke to **RS 24532**, a concurrent resolution honoring **Matt Paradis**, starting center for the Denver Broncos from Council, Idaho. Matt Paradis grew up on a ranch in Council, and it is a source of great pride throughout the state that a boy from a small town in Idaho, who started on an 8-man football team at a small school, was on the winning team of Super Bowl 50, said Rep. Kerby.

MOTION: **Rep. Boyle** made a motion to introduce **RS 24532** and recommend it be sent to the 2nd Reading Calendar. . **Motion carried by voice vote.** **Rep. Kerby** will sponsor the bill on the floor.

RS 24518: **Rep. Horman**, District 30, spoke to **RS 24518**. A study was commissioned after the school shooting at Sandy Hook to study school security, she said, and Idaho took a pro-active approach to school safety. Funding was appropriated last year from the Safe and Drug Free Fund to address school safety. Division of Building Safety Staff are being cross trained to identify security risks, she said, and this legislation creates an Office of School Safety and Security within the Division of Building Safety to address security.

MOTION: **Rep. VanOrden** made a motion to introduce **RS 24518**.

In response to questions from the committee, **Rep. Horman** said funds from the Safe and Drug Free Fund were given to the Department of Education, which distributed them to school districts' Department of Building Safety to be used within the Department.

**VOTE ON
MOTION:** **Motion carried by voice vote.**

H 476: **Rep. Nye** spoke to **H 476**. He said this bill helps compare average class sizes between similarly-sized school districts, rather than using a state average. He added this bill is approved by the Idaho School Boards Association and the Idaho Education Association.

Jessica Harrison, ISBA, spoke to **H 476**. She said the class size calculation is used to determine funding. If a school's class size is above the state average, then it loses funding by 1% per year. Calculating class size state-wide includes districts with thousands of students, as well as small districts with very few students. Starting this year, the bill would calculate class size averages using similarly-sized districts for the calculations. This produces six bands of comparison, based on school size, rather than one for the whole state.

MOTION: **Rep. Kerby** made a motion to send **H 476** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Ms. Harrison** said the like-sized district grouping numbers are for the school district, and the district size is based on the average daily attendance calculation for the district. She said the bill should prevent the loss of staffing funds to the larger school districts.

VOTE ON MOTION: **Motion carried by voice vote. Rep. Nye** will sponsor the bill on the floor.

H 442: **Karen Echeverria**, ISBA, spoke to **H 442**. She said the ISBA supports the bill. Currently, standard school contracts are for a specified number of days. Supplemental contracts are issued for duties outside of regular duties. However, some staff are sometimes required to work additional days doing their normal duties, and there is no mechanism to address payment for extra days. She recommended sending **H 442** to the floor with a do pass recommendation.

In response to questions from the committee, **Ms. Echeverria** said supplemental contracts are for duties outside of normal duties, and there is no provision for extra day contracts. Currently, the only way to add extra time is to add the extra days in the standard contract. Whether or not the employee is paid the same for extra hours is decided by the employee and the school district.

MOTION: **Rep. Harris** made a motion to send **H 442** to the floor with a **DO PASS** recommendation.

Shawn Dygert, Idaho Vocational Agriculture Teachers Association, spoke in **opposition to H 442**. The language which says the duties "may relate to regular teaching duties" could be used to place the work agriculture teachers do with and for students during the summer on supplemental contracts, rather than in the standard contracts. He said he understood the need for supplemental contracts, but they need to be associated with duties outside of normal duties. If agriculture teachers are placed on extended days contracts, they will lose property rights and due process rights. If agriculture programs are reduced, that decision should be based on the performance of the teacher, not budgetary concerns, he added, and the summer agriculture activities are as important as the school year activities.

In response to questions from the committee, **Mr. Dygert** said go-on rates to post-secondary education for agriculture students are very high. The last couple of years, he added, he has been offered a supplemental contract, not a standard one, and he is worried he will lose due process rights. Idaho is losing its agriculture teachers to nearby states, because they are offered standard contracts, said Mr. Dygert.

Rep. Kerby said school districts can still leave people on standard contracts. He spoke with superintendents who told him they planned to leave their agriculture teachers on standard contracts. Districts are more likely to give extra days to new agriculture teachers, if it is done with a contract which doesn't give them property rights, he added.

In response to questions from the committee, **Mr. Dygert** said lines 21-22 of **H 442** read "such additional days may or may not be in service of the same activities of the employee's regular teaching duties." Line 10 refers to extra duty assignments, and line 11 refers to assignments which are not part of a certificated employee's regular teaching duties. The summer agriculture programs are ongoing events which occur every year and are part of the teacher's regular teaching duties, he said, and the consistency in a program helps students.

In response to questions from the committee, **Ms. Echeverria** said any teachers who currently have those extra days in their contracts still have them. This would only apply to new teachers and contracts. Teachers negotiate their contracts every year, she added.

Will Overgaard, Weiser School District, spoke **in support** of **H 442**. He said his school district would not do anything to change the agriculture program or contracts. In his school district, 15% of certified teachers have extra days built into their standard contracts, not just the agriculture teachers. Counselors, for example, have to do data collection and transcript completion, he said. **H 442** creates a definition of extra days versus extra duties, gives the Board flexibility in assigning days and compensation, and provides a hearing notice, which is built into the process. A standard contract only defines the calendar year, holidays, parent-teacher conferences and salary, he added. The Weiser School District has no intention of taking the agriculture teachers off their standard contracts. Weiser still has six fewer days, and fewer certified staff than several years ago. When a pay rate is attached to the additional days, it creates a financial burden for the school district. The language provides flexibility, he added.

Chairman DeMordaunt turned the gavel over to **Vice Chair VanOrden**.

Mr. Overgaard said his school district just received notice that its professional-technical education was reduced by 10%, after the district had budgeted extra days at the beginning of the year. When this happens, the costs for that shortage of funds is shifted to the general funds. Also, the career ladder will raise the salaries tied to extra days, he added. Supplemental contracts will provide flexibility for school districts. He would prefer to put a new teacher's extra days on a supplemental contract, because the Board needs the flexibility. Any teacher on a standard teaching contract will stay on the contract, he added.

Paul Stark, Idaho Education Association, spoke **in opposition** to **H 442**. He said some teachers have job duties which require additional days to complete. Also, the language is confusing, as line 12 says the contract can't be used for regular teaching duties, and paragraph two says the contract can be used for extra hours of regular teaching duties. The Statement of Purpose creates property rights and removes the flexibility for the school board, he added. He said Idaho code already gives school boards flexibility to reduce the number of days or salary from year to year, and districts are not required to offer renewable contracts. Section 33-522 is a financial emergency clause. The bill sends the message to teachers they are not valued and don't have job security, he added, and will cause more teachers to leave Idaho. Also, there is nothing in the bill which says the teacher will receive the same daily pay as the salary, and he has received reports of teachers receiving lower pay for extra days. He asked the committee to hold **H 442**.

In response to questions from the committee, **Mr. Stark** said the statute which allows a reduction in workforce can also be applied to individual cases, where extra days no longer have funding. Lines 21 and 22 in the bill say such additional days may or may not be in service of the same activities of the employee's regular teaching duties. It does not create a clear distinction between additional duties and additional days.

In response to questions from the committee, **Ms. Echeverria** said adding a line to a standard contract to account for extra days creates a property right from one year to the next, and doesn't allow for uncertain funding.

Vice Chair VanOrden returned the gavel to **Chairman DeMordaunt**.

**SUBSTITUTE
MOTION:**

Rep. Clow made a substitute motion to **HOLD H 442** for time certain of Tuesday, February 23, 2016.

**VOTE ON
SUBSTITUTE
MOTION:**

Motion carried by voice vote.

John Menter, ISBA, gave a presentation on the Idaho School Board Association. He said Idaho is the first state to include charter schools on the SBA. The ISBA is pleased by the Governor's budget proposal. The ISBA believes decisions about students made at the local level are best, and it hopes the legislature will remove rules which limit local autonomy, and looks forward to working with the legislature to increase local control. The ISBA will work with its member schools to ensure responsibility, and would like to analyze existing laws to aid in improving autonomy, flexibility, and local control.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:40 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #2
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Wednesday, February 17, 2016

SUBJECT	DESCRIPTION	PRESENTER
H 450	Literacy Intervention	Blake Youde, OSBE

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Wednesday, February 17, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Representative(s) McDonald

GUESTS: Robin Nettinga, Idaho Education Association; Harold Ott, Idaho Rural School Administrators; Phil Homer, Rob Winslow, Idaho Association of School Administrators; Jeff Church, State Department of Education; Clark Corbin, Idaho Educational News; Jess Harrison, John Menter, Jim Stoor, Idaho School Boards Association; Marilyn Whitney, Governor's Office

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

MOTION: **Rep. Rubel** made a motion to approve the minutes of February 10, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Mendive** made a motion to approve the minutes of February 11, 2016. **Motion carried by voice vote.**

MOTION: **Rep. VanOrden** made a motion to **HOLD H 450** until time certain, February 19, 2016.

She said concerns were raised, and changes should be made to address the concerns and make the bill stronger for citizens and children of Idaho.

In response to questions from the committee, **Chairman DeMordaunt** said the decision to amend the bill or have a new RS drafted would be at the discretion of the committee.

**VOTE ON
MOTION:** **Motion carried by voice vote.**

Chairman DeMordaunt explained **H 460** has been pulled from the agenda at the request of the Department of Education. The Department felt the bill had unintended consequences. He said he would research the proper method to proceed with **H 460**.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 9:07 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Thursday, February 18, 2016

SUBJECT	DESCRIPTION	PRESENTER
H 458	Advanced Opportunities	Senator Thayn
H 477	Postsecondary Credit Scholarship	Representative Kerby
H 459	Community College Start-Up Account	Marilyn Whitney, Governor's Office

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Thursday, February 18, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Bert Glandin, College of Western Idaho; Rick Aman, Eastern Idaho Technical College; Andrew Grover, Melba School District; Connie Banke, Vallivue School District; Matt Masdor, Jeff Church, State Department of Education; Phil Homer, Rob Winslow, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Trent Clark, Monsanto; Jim Stoor, Idaho School Boards Association; Clark Corbin, Idaho Educational News, Jess Harrison; Jayson Ronk, Micron; Kent Kunz, Idaho State University; Marilyn Whitney, Governor's Office; Mark Browning, North Idaho College

Chairman DeMordaunt called the meeting to order at 9:01 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes from February 12, 2016.
Motion carried by voice vote.

H 458: **Senator Thayn** spoke to **H 458**. He said the bill concerns Advanced Opportunities. Four programs to increase post-secondary education access were established over eight years at different times, but they all fit together, he said. The state pays for dual credit classes, advanced placement classes, CLEP tests, and professional-technical classes. Students in Idaho can receive sixteen college credits for \$90. This bill clarifies eligible overload credits as high school credits only, extends the definition of "full course load" to include the maximum number of credits offered during the regular school day, and clarifies the definition of "school year" as beginning upon the conclusion of the Spring semester. The bill makes it easier for students and school counselors to understand how state funding can be used to pay for college credit, he added.

There is a cost savings to the state and student if a student earns an associate's degree while in high school, rather than earning it in college, said **Senator Thayn**. Also, discipline problems decline as students are engaged in their education. Spending \$6 million on Advanced Opportunities is equal to spending \$12 million at college, added Senator Thayn.

In response to questions from the committee, **Senator Thayn** said the bill should simplify processes and paperwork. Advanced Opportunities is a separate line item on the budget from the Opportunity Scholarship, he said, and this is not a replacement for the Opportunity Scholarship. Any student can take advantage of the state funding for college credit. The state spends \$6,300 a year per student. The College Level Placement Tests are tests which have been given to college students completing the course, explained Senator Thayn.

Bert Glandon, President of the College of Western Idaho, spoke **in support of H 458**. He said it will be a cost savings to the state of Idaho and will help Idaho meet the 60% goal by 2020. Being able to complete some college credits while in high school is an incentive to students, he added.

Andrew Grover, Superintendent of the Melba School District, spoke **in support of H 458**. He said 260 Melba students earned 202 college credits when the school district implemented Advanced Opportunities last year. In the Melba School District, 66% of students are at the poverty level, he added, which is a similar demographic to the state average. This last year was the first year some students graduated with post-secondary certificates, he said, and the rate of students going on to post-secondary education was increased from 52% to 62%. This was also the first year Melba High School had students graduate early in December. Each year, the Advanced Opportunity Process has improved, he said, and **H 458** makes the process easier at the local level. The state's goal of 60% will be achieved more easily with this bill, he added.

Connie Banke, Vallivue School District, spoke **in support of H 458**. She is a high school counselor with 500 students on her case load, she said, and one-fourth are seniors. She is responsible for educating students and parents about dual credit, advanced placement classes, and CLEP tests. Ms. Banke said parents love the cost savings, and these opportunities make going to college less discouraging to parents and students. Anything that can be done to simplify the process will be helpful, she added. One student called to say \$40,000 had been crossed off his tuition bill at A & M University, because of the credits he had earned in high school.

Matt Masdor, State Department of Education, spoke **in support of H 458**. He said a computer portal for students had been created, and the bill will help streamline the process. The computer portal will help smaller districts understand and access Advanced Opportunities.

MOTION:

Rep. Harris made a motion to send **H 458** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Kerby** will sponsor the bill on the floor.

H 477:

Rep. Kerby spoke to **H 477**, which provides college scholarships to students who earn college credits while in high school. Students who earn 10 credits are eligible for up to \$1,000 a year for two years, providing they have another merit-based scholarship. Students who earn 20 credits are eligible for up to \$2,000 a year for two years, providing they have another merit-based scholarship. Students who earn an associate's degree while in high school are eligible for up to full tuition for two years, providing they have another merit-based scholarship. Students must graduate from an accredited Idaho high school or the equivalent, and the scholarship is for use at state-funded Idaho colleges. The scholarship will be part of the Advanced Opportunities line item on the budget, added **Rep. Kerby**. The goal, he said, is to encourage more students to attend post-secondary education after high school in Idaho. Students who attend high school and college in Idaho are more likely to stay in Idaho to work, he added. Currently, 70% of students who received associate's degrees while in high school left Idaho for colleges elsewhere, he explained.

The three goals of the bill, said **Rep. Kerby**, are to encourage students to attend post-secondary schools in Idaho, encourage students to enter a post-secondary field of study which leads to jobs which pay well, and to encourage students to take vigorous classes while in high school. He said he hopes this scholarship will encourage parents in school districts which don't offer dual credit opportunities to ask their school districts to add those classes. Credits taken while in high school are less expensive than credits taken in college, he added, and students can begin college with one or more years already finished.

In response to questions from the committee, **Rep. Kerby** said the scholarships could be used at publicly -funded institutions of higher education in Idaho. The dual credits earned in high school are accepted from private colleges as well as public ones. The matching merit-based scholarships will come from sources such as business and industry, said **Rep. Kerby**. School counselors probably know how many merit-based scholarships are available, he added.

Trent Clark, Monsanto, spoke in support of **H 477**. He said jobs at his company are more technical than they used to be. The company has worked with the University of Utah to develop a robotic arm to tap the furnace. This was done for safety reasons, because of the electric-arc furnace's high temperature. The tapper job, which did not require post-secondary education, will be replaced by three electric technicians to service the robotic arm. Businesses have a need for a highly-educated workforce, he added.

Mr. Clark said this scholarship will help pay for the costs of higher education. Monsanto offers merit-based scholarships to the children of its employees, he added, which is an example of a matching merit-based scholarship required for these scholarships. He said more scholarships are needed, because the costs of higher education are going up, and the Opportunity Scholarship and business scholarships may not be adequate.

In response to questions from the committee, **Mr. Clark** said Monsanto didn't recruit from Brigham Young University in the past, but its need for employees with post-secondary education has caused them to recruit from colleges. Perhaps the scholarship should not be restricted to state-funded institutions of higher education, he added.

President Glandon said, if the wording was changed to allow the scholarship to be used at colleges other than state-funded ones, the wording should include that the institutions be accredited by the Northwest Accrediting Association of Colleges and Universities, because credits earned at unaccredited colleges are often not transferable. This bill could help encourage businesses and institutes of higher education to communicate with each other, he added. It provides incentive for the process of partnerships between education and business. Instead of allocating money to higher education, the state is providing incentive to students to continue with higher education.

Jayson Ronk, Micron, spoke in support of **H 477**. He said it is very important to Micron to have access to an educated workforce.

Senator Thayn spoke in support of **H 477**. He said it creates a connection between businesses and students, and this dialogue will help high school males, who have a low go-on rate, see the relationship between higher education and a quality job. He agreed that access should not be limited to only publicly-funded institutions.

In response to suggestions from the committee, **Rep. Kerby** agreed with changing the definition of eligible institutions to be Idaho institutions accredited by the Northwest Accrediting Association of Colleges and Universities, which would include accredited private colleges, as well as state-funded institutions.

MOTION:

Rep. VanOrden made a motion to send **H 477** to **General Orders** with a committee-suggested amendment attached.

Chairman DeMordaunt explained the committee would be sending the bill with amendment to General Orders, at which time other amendments could be made by anyone on the floor. The scholarship money is going to the student to use as he or she sees fit, he added, not to an institution.

Rep. Clow said he felt comfortable with the bill and amending language. He added that federal government PELL Grants can be used in private colleges, and the state of Idaho offers scholarships which can be used at private colleges.

**VOTE ON
MOTION:**

Motion carried by voice vote. Rep. Kerby will sponsor the bill on the floor.

H 459:

Marilyn Whitney, Governor's Office, spoke to **H 459**. The bill creates an account for the start-up of a community college in Eastern Idaho, she said, and then voters in Eastern Idaho will have the opportunity to expand on it. The goal is to provide resources to turn Eastern Idaho Technical College into a community college, in the one area of the state which does not have a community college. **Governor Otter** made a pledge that he would support any community which wants to create a community college, said **Ms. Whitney**, and this bill deposits \$5 million for the purpose of creating a taxing district in Eastern Idaho. In response to questions from the committee, **Ms. Whitney** said this is similar to what happened when the College of Western Idaho was created.

MOTION:

Rep. Kloc made a motion to send **H 459** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Ms. Whitney** said the \$5 million would be appropriated to the State Board of Education to appoint trustees for the first year and hire staff. The following year, the citizens of the new taxing district will vote on the trustees. If the voters do not vote for a community college, the money would stay in the higher education fund, unless the legislature voted to take it back.

Bert Glandon, C.W.I., explained Eastern Idaho Technical College just needs more academic programming added to become a community college.

Rick Aman, Eastern Idaho Technical College, said the community sees the money as an expression of Idaho's commitment to higher education, and it will improve the go-on rate. Businesses are requiring employees with higher education. The Idaho National Laboratory (INL) is contributing \$20,000 towards these efforts, and the region is ready to move to a community college. In response to questions from the committee, Mr. Aman said the funds provided by INL are going to be used to commission an economic study on the addition of a community college. The INL thinks a community college is important, and it will bring a lot of economic benefit to the area. Community colleges allow four-year institutions to shift money away from remedial courses and focus on junior and senior classes and advanced degrees.

Kent Kunz, Idaho State University, spoke in support of **H 459** and asked the committee to send **H 459** to the floor with a do pass recommendation.

Mark Browning, North Idaho College, spoke in support of **H 459**.

**VOTE ON
MOTION:**

Motion carried by voice vote. Rep. Horman will sponsor the bill on the floor.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:40 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Friday, February 19, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>RS24322</u>	Community Colleges: In-district Students	Dan Blocksom, policy analyst Idaho Association of Counties.
<u>RS24561C2</u>	Literacy Intervention	Blake Youde, OSBE
<u>H 450</u>	Literacy Intervention	

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Friday, February 19, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Clow

GUESTS: Dan Blocksom, Idaho Association of Counties; Robin Nettinga, Idaho Education Association; Phil Homer, Idaho Association of School Administrators; Blake Youde, State Board of Education; Tina Polishchuck, State Department of Education; Marilyn Whitney, Governor's Office; Clark Corbin, Educational News

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes of February 15, 2016.
Motion carried by voice vote.

RS 24322: **Dan Blocksom**, Idaho Association of Counties, spoke to **RS 24322**. He explained how college out-of-district tuition works. If a student lives in the county with the community college, the student just pays the tuition. If the student lives in a different county, the county pays \$50 a credit, with a lifetime maximum of \$3,000 per student. One problem encountered, he explained, is Idaho Statute does not identify deadlines for when students apply for and receive certificates of residency. Certificates of residency and invoices have been submitted up to a year after the course was taken, and community colleges have had to wait months before receiving payment from some counties.

The legislation would create definite deadlines for when students must submit certificates of residency forms, when counties must approve those residency forms, when community colleges must invoice the communities, and when the counties must pay the invoices, said **Mr. Blocksom**. The legislation would require counties to pay only for students who have not dropped out of community college courses before the deadline to drop classes, and clarify terms and definitions about which students are in district or out of district. The deadline for out-of-district students to submit a certificate of residency form and submit it to their resident county is December 1 for Fall Classes, and May 1 for Spring Classes. The deadline for counties to provide information on approval or denial of certificates or residency to the college is December 20 for the Fall Semester, and May 20 for the Spring Semester. The deadline for community colleges to submit an invoice to the counties of residence of out-of-district students is January 20th for the Fall Semester, and June 20 for the Spring Semester.

Several parties worked on the legislation for approximately a year, said **Mr. Blocksom**, and it is a compromise between the parties. The legislation can better accommodate late-start classes, and gives students time to get their certificates of residencies completed and submitted, he added.

In response to questions from the committee, **Mr. Blocksom** said the counties keep the students' certificates of residency. The colleges only need the counties approvals or denials of residency to create invoices. The college processes paperwork on the word of the students until receiving confirmation or denial of the residencies from the counties. If the student misses the deadline to submit a certificate of residency form, the student pays the \$50 penalty. That amount shows up as unpaid on the student's record until confirmation of residency is received, he added.

MOTION: **Rep. Kerby** made a motion to introduce **RS 24322**. **Motion carried by voice vote.**

RS 24561C2: **Blake Youde**, Office of the State Board of Education, spoke to **RS 24561C2**. He said improvements in language were made to clarify the district interventions and accountability regarding literacy intervention to students in kindergarten through third grade. Section 33-1616, subsection a, includes language regarding research-based intervention strategies, including phonemic awareness and decoding intervention. Subsection 6 of this section sets forth that the State Board of Education shall promulgate rules implementing the provisions of this section, including a time line to reach benchmarks, said **Mr. Youde**. By including a time line for reaching benchmarks, the Board has the consistency of regular review, he added.

In response to questions from the committee, **Mr. Youde** said benchmarks for the five-year goal could be based on a variety of data, with the Idaho Reading Initiative (IRI) being one of them. If the Board decided to change or modify the IRI, the Board would make changes to its benchmark criteria.

MOTION: **Rep. Boyle** made a motion to introduce **RS 24561C2**.

In response to questions from the committee, **Mr. Youde** said literacy intervention was funded in previous years from funds appropriated to the State Department of Education for re-mediation in literacy and math. In previous years, the amount for literacy and math intervention was approximately \$100 per student. The language in Section 8 refers to how the legislation is funded in Section 1, and is consistent with the legislation for the support programs. Funding was included in the sections, so it will not be lost, he added.

VOTE ON MOTION: **Motion carried by voice vote.**

H 450: **Rep. VanOrden** made a motion to **HOLD H 450**, subject to the call of the chair. **Motion carried by voice vote.**

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 9:21 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Monday, February 22, 2016

SUBJECT	DESCRIPTION	PRESENTER
RS24019C1	Education Continuous Improvement Plans	Blake Youde, OSBE
	Idaho Charter School Network and Bluum	Terry Ryan, CEO
	Idaho Public Charter School Commission	Alan Reed, Chairman

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Monday, February 22, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Phil Homer, Helen Price, Rob Winslow, Idaho Association of School Administrators; Blake Youde, State Board of Education; Harold Ott, Idaho Rural School Administrators; Marcia Judry, I.A.C.I.; Emily McClure, Idaho Charter School Network; Clark Corbin, Idaho Education News; Marilyn Whitney, Governor's Office; Terry Ryan, Bluum; Tamara Baysinger, Alan Reed, Public Charter School Commission

Chairman DeMordaunt called the meeting to order at 9:01 a.m.

RS 24019C1: **Blake Youde**, Office of the State Board of Education (OSBE), spoke to **RS 24091C1**, relating to school district continuous improvement plans. He said school districts set annual goals, and their plans to achieve those goals. These are submitted to the OSBE. The Board works with districts to make sure the plans are in compliance with the law. The legislation incorporates the Accountability and Autonomy Task Force subcommittee recommendations into the school district continuous improvement plan process. Improvement scores will be based on year-over-year improvement in the level of readiness produced by the school, and shown as a percentage of change in the applicable readiness score. For example, said **Mr. Youde**, a score of 49% one year and 50% the next would show a 1% improvement score.

In response to questions from the committee, **Mr. Youde** said the names of students are concealed and represented by asterisks in reports. The districts are already required to post their plans and goals online, he added. The Board reviews plans submitted by school districts, and it provides feedback. **RS 24019C1** provides guidance on categories which may be included in the continuous improvement plans, he added.

Chairman DeMordaunt encouraged the committee members to look at past plans and reports from school districts in their own legislative district.

MOTION: **Rep. Wills** made a motion to introduce **RS 24019C1**. **Motion carried by voice vote.**

Terry Ryan, Bluum CEO, explained the role of Bluum and the legislature in charter schools. He said Bluum supports school choice, to help families, children and educators achieve more. Bluum supports educators by increasing the number of successful school models, developing school leaders and creating opportunities for them, sharing research and learning innovations, advocating for innovation in learning, and providing school support and management help, in partnership with the Idaho Charter School Network.

Emily McClure, Idaho Charter School Network (ICSN), explained the role of ICSN is to help create an atmosphere which supports school choice legally. Charter schools must operate on less funding, and do not have access to the local tax base, she added. The creation and funding of the Public Charter School Debt Reserve has helped charter schools negotiate the interest rates on loans from banks, she said.

In response to questions from the committee, **Mr. Ryan** said the success of a school such as the Upper Carmen Charter School can be replicated for rural areas of Idaho, but it is not easy to do. The Upper Carmen Charter School was made possible from a combination of a \$100,000 grant from the Albertson's Foundation, and the support of the community in the building of the school. He added that it is possible to duplicate success, but it is necessary to have a great school leader for a community to rally around.

Mr. Ryan added that Coeur d'Alene schools do not have as many English Language Learners or special needs students as other schools in Idaho, but the numbers are starting to get closer. Charter schools take students who reflect the community's demographics, and establish a rigorous curriculum and expectation of hard work, and engage the parents, staff and students in the mission of the school. Bluum has encouraged the charter school to expand its services to more students, as it has a waiting list of 700.

In response to questions from the committee, **Mr. Ryan** said rural school districts could combine their resources for students interested in a STEM school, and perhaps use an innovative model such as a residential program, where students live at the school during the week. He gave an example of another innovative model for rural areas, Advanced Regional Technical Education Coalition (ARTEC) in South Central Idaho. Several school districts work together to offer students more class options. **Mr. Ryan** said there are a handful of charter schools which offer tuition-based pre-k classes, but there is no state funding for schools to offer pre-k classes.

Alan Reed, Idaho Public Charter School Commission Chairman, gave an annual report to the committee. He thanked the legislators for adding funding for more staff positions at the Commission last year. Mr. Reed said improving the diversity of the student demographics in charter schools is one of the goals, but it is difficult to make students attend a specific school. The Commission is encouraging the replication of successful schools, and wants to make sure the yearly renewal of charter schools is fair.

Tamara Baysinger, Public Charter School Commission (PCSC) Director, said the Commission experienced a significant staff increase last year, from 2.5 FTE to 4 FTE, thanks to state funding. Because of the extra staff, the Commission has been able to expand the services it offers charter schools. The extra staff are also better able to help schools find financial resources and prepare for the renewal process beginning in 2017. The number of brick and mortar PCSC portfolio charter schools increased by 520, and all Idaho charter schools increased by 409. Portfolio virtual schools decreased by 60, and all Idaho virtual charter schools decreased by 110, said Ms. Baysinger.

Ms. Baysinger said the annual performance reports are sent to all the schools each year. The math proficiency rate comparison, based on SBAC 2016 scores, shows approximately two-thirds of charter school students perform higher than students in the school district, and approximately one-third perform more poorly than school district students. This is true of English proficiency rate comparisons as well.

Ms. Baysinger spoke to the demographics of the Heritage Community Charter School in Caldwell, as it relates to the school district and the state demographics. The whole Caldwell School District tends to perform below the state in math proficiency, including Heritage, she said. One question the Commission attempted to answer, said Ms. Baysinger was if the reason the demographics for charter schools is different from the surrounding school district is due to the lack of services, such as free and reduced lunch, and transportation. Most charter schools offer transportation, she said, and most provide free and reduced lunch. The conclusion reached was that the difference in demographics is due to some of the public not understanding charter schools are public schools, and the Commission is still struggling to convey the message that charter schools are open to every one, she added.

Students in charter schools score higher on SAT tests than students in non-charter schools, said **Ms. Baysinger**, and the percentage of students scoring over 500 is also higher in charter schools. Most charter schools do well meeting and reporting their operational outcomes, she said, and late reporting is the most common reason for a lower score in accountability. Most charter schools are financially strong, she added, but one of the weaknesses they experience is long-term sustainability. Very young schools face the most financial challenges, she added.

In conclusion, said **Ms. Baysinger**, the Commission recommends the continued implementation of NACSA recommendations, broadening the scope of resources available to petitioners and schools, and preparing for the renewal process in March 2017. In response to questions from the committee, Ms. Baysinger said more flexibility in how funding is used would be helpful, as long as schools are held accountable for results. Schools cannot require parental involvement, and schools cannot force a certain demographic of students to attend the charter schools, she said, but the Commission is looking at the lottery process to see if it contributes to charter schools having a different demographic than surrounding school districts. A majority of charter schools do receive Title 1 Funds, she added, and they have the same requirement to use continuous improvement plans as the surrounding school districts.

Chairman DeMordaunt asked the Commission to provide information on charter schools in their districts to the committee members.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:14 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Tuesday, February 23, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>H 442</u>	Extra Days Contracts	Karen Echeverria, ISBA
<u>H 526</u>	Literacy Intervention	Blake Youde, OSBE

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Tuesday, February 23, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Harold Ott, Idaho Rural Administrators Association; Phil Homer, Rob Winslow, Idaho Association of School Administrators; Jess Harrison, Idaho School Boards Association; Blake Youde, State Board of Education; Hollis Brookover, Idaho Businesses for Education; Caroline Suppiger, Brady Delgadillo, Madison Eborn, Kent Patterson, Idaho Association of Student Counselors; Marilyn Whitney, Governor's Office, Jeff Church, State Department of Education

Chairman DeMordaunt called the meeting to order at 9:02 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes from February 16, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Rubel** made a motion to approve the minutes from February 17, 2016. **Motion carried by voice vote.**

H 442: **Jess Harrison**, Idaho School Boards Association, said a new version of the bill had been drafted which met with the approval of all the stakeholders, including the Idaho Education Association and agriculture teachers. She requested the committee hold **H 442**.

MOTION: **Rep. VanOrden** made a motion to **HOLD H 442** in committee. **Motion carried by voice vote.**

H 526: **Blake Youde**, Idaho State Board of Education, spoke to **H 526**. He said the bill is the result of the work of the literacy subcommittee of the governor's education task force, and improvements in the language make it stronger than **H 450**. He cited the language referencing research-based strategies in Section 2 (a) as one example, and the language in Section 6, referencing goals, a time line and the measurement of progress as another example. The goals will be made with public input, said Mr. Youde, with consideration for demographics and available funding. This bill brings clarity to literacy intervention, he added, and should result in improvement.

MOTION: **Rep. McDonald** made a motion to send **H 526** to the floor with a **DO PASS recommendation**.

In response to questions from the committee, **Mr. Youde** said the \$10.7 million for literacy intervention is the amount proposed by the governor. The amount was determined by looking at the current spending on literacy intervention, the subcommittee recommendation, and the average number of students in kindergarten through third grade reading below grade level for the last three years. The bill states schools cannot receive funding which exceeds the cost of intervention programs. Section 1 is the current law. As of July 2019, the new Section 2 will take the place of Section 1. Districts must include information about fourth-grade reading scores in their continuous improvement plans, said Mr. Youde, but they may also include information about reading scores for kindergarten through third grade.

Rep. VanOrden added there is a mechanism for schools to report kindergarten through third grade reading scores to the State Department of Education, which will report results to the legislature, in **H 451**.

Harold Ott, Idaho Rural School Administrators, spoke **in support of H 526**. He met with elementary principals from all the regions in Idaho, he said, and they told him they support the reporting mechanism. They also said funding for transportation expenses would be helpful for extended-day literacy intervention programs.

In response to questions from the committee, **Mr. Youde** said the elementary principals were positive improvements in literacy could be made if the governor's request for \$10.7 million is approved, as it is three times the amount of state funding for literacy intervention in the past. Programs will vary by district, but if districts use research-based high performance programs, they will have good literacy intervention programs.

Hollis Brookover, Idaho Business for Education, spoke **in support of H 526**. She said business leaders across the state support intensive early literacy intervention and the funding request, as well as the changes to **H 450** in this bill. Idaho businesses need access to a pipeline of an educated work force, she added.

Sherri Ybarra, Superintendent of Public Instruction, spoke to **H 526**. She said closing the reading gap before third grade is critical. She supports the addition of language concerning proven research-based intervention in Section 33-1616. In response to questions from the committee, Ms. Ybarra said she believes the literacy intervention programs will be successful, with use of research-based strategies and the re-structuring of the Idaho Reading Indicator. The improvement will not be immediate, but there will be improvement. The most important piece is using research-based strategies, but the teacher training and academic coaches pieces will also help, she added.

**VOTE ON
MOTION:**

Motion carried by voice vote. Rep. VanOrden will sponsor the bill on the floor.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 9:27 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Wednesday, February 24, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>RS24419</u>	Rules Governing the Opportunity Scholarship Docket Number 08-0113-1501	Rep. DeMordaunt
<u>RS24420</u>	Rules Governing Thoroughness Docket Number 08-0203-1509	Rep. DeMordaunt
<u>SCR 139</u>	Rules Governing Thoroughness Docket Number 08-0203-1503	Senator Thayn
<u>SCR 140</u>	Rules Governing Thoroughness Docket Number 08-0203-1506	Senator Thayn
<u>SCR 141</u>	Rules Governing Thoroughness Docket Number 08-0203-1511	Senator Thayn
<u>S 1249</u>	STEM Action Center Meetings, Organization & Expenses	Marilyn Whitney, Governor's Office

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Wednesday, February 24, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Helen Price, Phil Homer, Idaho Association of School Administrators; Blake Youde, Tracie Bent, State Board of Education; Harold Ott, Idaho Rural School Administrators; Dennis Stevenson, Rules Coordinator; Jeff Church, State Department of Education; Clark Corbin, Education News; Marilyn Whitney, Governor's Office

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes of February 19, 2016 with correction. **Motion carried by voice vote.**

MOTION: **Rep. Rubel** made a motion to approve the minutes of February 18, 2016. **Motion carried by voice vote.**

RS 24419 **Chairman DeMordaunt** explained **RS 24419** and **RS 24420** are the resolutions by the committee rejecting certain rules. **RS 24419** is rejecting the rule regarding the use of an unweighted average in determining Opportunity Scholarship recipients. The committee felt the standards in **RS 24420** have a lot of merit, but had concerns with the process for public feedback, said Chairman DeMordaunt.

MOTION: **Rep. Kerby** made a motion to introduce **RS 24419** and recommend it be sent directly to the Second Reading Calendar. **Motion carried by voice vote.** **Rep. Mendive** will sponsor the bill on the floor.

MOTION: **Rep. VanOrden** made a motion to introduce **RS 24420** and recommend it be sent directly to the Second Reading Calendar. **Motion carried by voice vote.** **Rep. DeMordaunt** will sponsor the bill on the floor.

SCR 139 **Senator Thayn** spoke to **SCR 139**. He said the State Board of Education had asked the committee to reject **Docket No. 08-0203-1503**, because the rules published were not the same as those submitted by the State Board of Education. He said this was also true for **SCR 140**, which rejects **Docket No. 08-0203-1506**, and **SCR 141**, which rejects **Docket No. 08-0203-1511**.

MOTION: Rep. Kloc made a motion to send **SCR 139** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Kloc** will sponsor the bill on the floor.

MOTION: **Rep. VanOrden** made a motion to send **SCR 140** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. VanOrden** will sponsor the bill on the floor.

MOTION: **Rep. Pence** made a motion to send **SCR 141** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Pence** will sponsor the bill on the floor.

S 1249: **Marilyn Whitney**, Senior Special Assistant for Government Affairs for **Governor Otter**, spoke to **S 1249**. She said the bill which created the STEM Action Center in the last legislative session did not contain a provision to reimburse travel expenses for board members. Five of the nine board members are business leaders from all areas of the state, and their travel expenses are not reimbursed. In response to questions from the committee, Ms. Whitney said the bill only reimburses board members for travel expenses, and does not make them members of PERSI.

MOTION: **Rep. Kloc** made a motion to send **S 1249** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. DeMordaunt** will sponsor the bill on the floor.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 9:15 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Thursday, February 25, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>RS24595</u>	Extended Day Contract	Jess Harrison, Idaho School Boards Association
<u>H 515</u>	Performance Evaluations	Rep. Troy
<u>H 527</u>	Community Colleges - Out-of-district Students	Dan Blocksom, Idaho Association of Counties
	Think Through Math Overview	Matt Young and Louis Picone
		Think Through Math

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Thursday, February 25, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Phil Homer, Helen Price, Idaho Association of School Administrators; Harold Ott, Idaho Rural Schools Administrators; Dan Blocksom, Idaho Association of Counties; Jess Harrison, Idaho School Boards Association; Matt Young, Louis Piconi, Marisa Alan, Think Through Math; Jason Kreizenbeck, Lobby Idaho; Mark Browning, North Idaho College; Robin Nettinga, Idaho Education Association

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

RS 24595: **Jess Harrison**, Idaho School Boards Association, spoke to **RS 24595**. She said the legislation addresses the committee's concerns with previous legislation, and differentiates extra day contracts and extra duty contracts. It has the support of the Idaho Education Association and the agriculture teachers, she added.

MOTION: **Rep. Boyle** made a motion to introduce **RS 24595**. **Motion carried by voice vote.**

H 515: **Rep. Troy**, District 5, spoke to **H 515**. She said current Idaho Code requires evaluations of school personnel be completed by May 1. Because the ISAT data may not always be returned to schools in time for it to be included in the evaluation data, the bill moves the completion date of evaluations from May 1 to June 1. If the ISAT data is delayed further than that and not available 30 days prior to June 1, other objective measures approved by the board of trustees may be used. The bill also requires a formal, written evaluation be done prior to issuing a contract.

In response to questions from the committee, **Jess Harrison** said objective measures, including ISAT data, account for 33% of criteria used for performance evaluations.

MOTION: **Rep. Harris** made a motion to send **H 515** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Ms. Harrison** said there was only one year the ISAT data was received late into the summer. The school district was required to use multiple alternative instruments of measurement. The school board must identify multiple measurements used for evaluation, and ISAT data is one of them. If the data is not available, the school district must identify at least one more.

**VOTE ON
MOTION:** **Motion carried by voice vote. Rep. Troy** will sponsor the bill on the floor.

H 527: **Dan Blocksom**, Idaho Association of Counties, spoke to **H 527**. He said, currently, because there are no deadlines for certificates of residency completion and accounting by students, colleges and counties, the colleges must wait a long time to be paid for a class a student has taken, the counties do not know how much they will need to pay, and students receive a bill for the unpaid amount, causing them stress. **H 527** sets Fall and Spring deadlines for students to submit certificates of residency forms, deadlines for community colleges to invoice the counties, and deadlines for when the counties must pay the invoices.

Rep. Kerby said all the stakeholders were involved in the drafting of the bill.

MOTION: **Rep. Kerby** made a motion to send **H 527** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Kerby** will sponsor the bill on the floor.

Matthew Young, Think Through Math, gave an update to the committee. He said the aspects of the program include student motivation, live teacher feedback, and personalized learning. If the program content is not enough for the student to understand a concept, Just In Time Support is provided by a teacher who gives examples and can work on a concept with the student via a two-way whiteboard. Support is available in English and Spanish.

Over 40,000 students are enrolled, said **Mr. Young**, which is 126% of the amount contracted. Students average 430 problems per student. New additions to the program are a third-party assessment tool to show results, 480 new lessons, a professional development piece, and the improvement of the student-teacher interface, said Mr. Young. Data available includes the skills of the students assessed and student proficiency measured in regards to benchmarks. Over 50% of students in the program improved at least one grade level. Next Friday, said Mr. Young, committee members would be invited to a local school to watch how the program works.

In response to questions from the committee, **Mr. Young** said the program provides content for grades lower than grade three for students who need re-mediation. Students can hear what the teacher is saying and see what they are demonstrating on their computer. Once the school and student are enrolled, added Mr. Young, parents can see data on their children's performance.

In response to questions from the committee, **Louis Piconi**, Think Through Math, said students and teachers can type to or speak to each other. The student can see pictures the teacher draws to illustrate a concept. Teachers are trained to be patient, and the ability to draw pictures for the students helps. Students who had failed exams and used the program for ten to fifteen sessions were more likely to pass the exam than the control group, added Mr. Piconi. Idaho has contracted for 32,000 students to use the program year round for \$1 million. Students are encouraged to use the program during the Summer Break, which helps eliminate math regression over the summer. Mr. Piconi said the company is working on ways to increase school teacher participation. When the program started, it served 23 students. It now serves 1.5 million students.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 9:37 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Friday, February 26, 2016

SUBJECT	DESCRIPTION	PRESENTER
RS24599	Local Innovation School Act	Rep. Horman
H 514	Idaho School Safety and Security Act	Rep. Horman
S 1248	Public Charter School Contracts	Senator Nonini

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
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email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Friday, February 26, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Norm Stewart, Marsing School District; Curt Shankel, Nampa Police; Anita Christenson, Nampa School District; Gaylen Smyer, Cassia School District; Ron Whitney, Kelly Pearce, Division of Building Safety; Will Boganoff, Sage International School; Terry Ryan, Suzanne Metzgar, Emily McClure, Chris Yorgason, Idaho Charter School Network; Tamara Baysinger, Public Charter School Commission; Shane Pratt, Rolling Hills Public Charter School; Angel Gonzalez, Bluum; Paul Stark, Idaho Education Association; Helen Price, Idaho Association of School Administrators; Blake Youde, State Board of Education.

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes of February 22, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Rubel** made a motion to approve the minutes of February 23, 2016. **Motion carried by voice vote.**

RS 24599: **Rep. Horman** spoke to **RS 24599**. She said school districts would like more autonomy to respond to their individual, local needs. One of the recommendations of Governor Otter's task force on education was to empower local autonomy by removing constraints, she added. This legislation does not remove the current rules and policies in place, said Rep. Horman, but it allows school districts to request waivers if they feel the policies are impeding their progress. The legislation authorizes ten Innovation Schools per year for five years, and the school districts are only granted flexibility if they demonstrate students are meeting goals and outcomes.

In response to questions from the committee, **Rep. Horman** said some examples of the flexibility schools want are seat time measurements and the local assessments used. Most of the teachers and administrators must be in agreement with the changes. This allowance for flexibility will help STEM schools, because classes like welding and auto body need longer class periods, she said.

MOTION: **Rep. McDonald** made a motion to introduce **RS 24599**. **Motion carried by voice vote.**

H 514: **Rep. Horman** spoke to **H 514**. She said this bill establishes an office of school safety and security within the Division of Building Safety. Assessments of school safety and security need to be ongoing, she added, and not only done once a year.

In response to questions from the committee, **Rep. Horman** said making a building secure involves more than just locks on doors. The climate of the school is also important, and a safe environment is important for learning.

Norm Stewart, Marsing School District Superintendent, spoke **in support** of **H 514**. He said the city of Marsing does not have its own police department. The Owyhee County Sheriff patrols 7,607 square miles with twelve full-time deputies. Because of the size and scope of the county, it may be ten minutes before a law enforcement officer can arrive at the school. **H 514** could give school districts the resources to improve safety and be proactive, rather than reactive, about school security. Assessments and protocols need to be updated more than once a year, he added.

Curt Shankel, Nampa Police Department, spoke **in support** of **H 514**. He said the bill is a great resource for all sizes of school districts. A third party does the assessments, which are suggestions for best practices, which are given to the administrators. Nampa has ten police officers assigned to schools, he said, and the bill will give resource officers tools and resources to do their job.

Anita Christenson, Nampa School District Assessment Administrator, spoke **in support** of **H 514**. She said school districts need an impartial third party to see changes which need to be made regarding best practice resources and tools. The third party can help a school district find resources to solve its unique challenges. For example, she said, a consistent communication system for a large district like Nampa is important but expensive. Without the bill, schools are left to their own devices to find the best practices for safety. **H 514** can help schools make better, more systematic decisions, she added. In response to questions from the committee, Ms. Christenson said it is important to share information with other departments involved, such as a local police department.

Gaylen Smyer, Cassia School District Superintendent, spoke **in support** of **H 514**. He said the Cassia School District has seventeen schools, which serve approximately 5,500 students. Geographically, the school district is larger than Delaware, with mountains in the middle of the district. It can take forty-five minutes for law enforcement from Burley to arrive. Having a third party assess safety issues is helpful, he said, because an objective, outside perspective sometimes identifies things the school district administration is too close to notice.

MOTION:

Rep. Wills made a motion to send **H 514** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Horman** will sponsor the bill on the floor.

S 1248:

Senator Nonini spoke to **S 1248**. He said Idaho has one of the most restrictive laws in the country regarding charter school teacher contracts. **S 1248** removes the requirement for charter schools to use the state contract. Idaho Code requires charter schools use the contract approved by the Superintendent of Public Instruction. One of the recommendations of the governor's task force on education, said Senator Nonini, was to empower autonomy by removing constraints, which is what this bill does. In Chapter 52, Section 33-502, the legislative intent for charter schools was to provide new opportunities and expanded choices for teachers, students and parents. The bill does not force charter schools to use a different contract, he said. They can continue to use the state contract. The bill is supported by the Idaho Public Charter School Commission and the Northwest Professional Educators Association, he added. New Mexico is the only other state in the country with a similar contract requirement.

In response to questions from the committee, **Senator Nonini** said charter schools would like to use at-will contracts with new teachers, when the cultural fit is a component which can only be tested on the job. Although there are no particular problems with the state contract, he said, schools want extra flexibility. The Idaho State Board Association and Idaho Association of School Administrators testified at the Senate hearing, he said, because they thought the bill made using a different contract mandatory. They are not testifying today, he added. If a teacher wants the state contract, said Senator Nonini, the charter school administration could decide to offer that. In Minnesota, he said, all teacher contracts are one-year, at-will contracts, and they have worked well.

MOTION:

Rep. Clow made a motion to send **S 1248** to the floor with a **DO PASS** recommendation.

Terry Ryan, Idaho Charter School Network, spoke **in support** of **S 1248**. He said 12 schools had sent letters of support, and the support has increased since the hearing in the Senate. One area where flexibility in teacher contracts would be helpful is in blended learning, where students of varied ages are in one classroom. The Upper Carmen Charter School, he added, allows contracts which work best for these types of classes, and the Northwest Professional Educators Association supports **S 1248**.

Shane Pratt, Rolling Hills Charter School, spoke **in support** of **S 1248**. He said Rolling Hills is a kindergarten through eighth grade school. The teachers have no union and work under the current state contract. When the expectations for common core standards came out, the teachers thought they were too low and raised the expectations for the school. Instead of the 50% state goal, the Rolling Hills goal is 75% proficiency. The current issue with the standard contract, said Mr. Pratt, is that personnel in small schools wear many hats, and supplemental contracts are needed for all their jobs. In response to questions from the committee, Mr. Pratt said Rolling Hills would probably continue to use the state contract, but some schools are looking at using a year-round schedule. Charter schools were established to be innovative, he added, and having flexibility within a contract for the school and teacher will be helpful. For example, one school has large enrollment and only one facility, so students are put on a rotating schedule, and teachers teach year round.

Paul Stark, Idaho Education Association, spoke **in opposition** to **S 1248**. He said charter schools are already being innovative under the current system. In Chapter 52, Section 33-5202, the legislative intent for charter schools is that they operate independently from a school district, but within the public school system. In Chapter 52, Section 33-5203, Idaho Code, teachers are considered public school teachers, and funding for staff comes from the same source as traditional schools. The bill would be more palatable, he added, if teachers could influence the contract, but the school boards get the flexibility, not the teachers.

In response to questions from the committee, **Mr. Stark** said having public school teachers on at-will contracts goes against the governor's task force's goal of recruiting and retaining good teachers. A teacher on a renewable contract at a traditional school would lose that status if the teacher moved to a charter school. The market doesn't work well for teachers, he said, and they don't have that much choice of where they work. Charter schools are not prohibited from collective bargaining, said Mr. Stark. The teachers must show support of 50% plus one for the school to agree to participate in collective bargaining. There is nothing in the standard contract, said Mr. Stark, which does not allow for flexibility, and he fears the flexibility will not be beneficial to the teachers, who are the most vulnerable workers in the state. The system is not broken or inhibiting charter schools, he added. The effect could be that different teachers in the same building are on different contracts, which creates massive instability in the teachers' lives, said Mr. Stark. Qualifications are not the only thing which determines contract status, he

added. He said he has seen personality differences and politics which cause some teachers to be treated differently or lose their jobs. This bill is an employment issue, he said, not a teaching issue, and he has not seen anything which shows the contract used influences student achievement. Public school teachers will be at-will employees in Idaho.

Emily McClure, Idaho Charter School Network, spoke in support of **S 1248**. She said when the charter school statute was enacted in 1998, there was no requirement to use the state-issued contract. The state has increased constraints on charter schools since then. If a teacher moves from a traditional school to a charter school, the educational experience accrues in both schools. It is the choice of the teacher to accept the charter school contract or not. The steps of the career ladder, she added, are based on years of service and evaluations.

Currently, a public charter school sends its contract to the State Department, then to the authorizer, and it is up for renewal every three to five years, said **Ms. McClure**. In response to questions from the committee, Ms. McClure said rural schools could change the contract to recruit teachers to that area. She said she believes there was probably a time when it was important to protect a vulnerable employee, but she believes the teachers can speak for themselves. One section of Idaho Code addresses teachers coming from a different district or out of state, said Ms. McClure, and this would apply to teachers moving from a traditional school to a charter school.

Chris Yorganson, Idaho Charter School Network, spoke in support of **S 1248**. He said some examples of contract terms which may be used are a non-compete clause, so a teacher who leaves the charter school can not encourage students or faculty to transfer also. Benefits can also be negotiated, as well as more time off. A process for placing teachers from out of the district or out of the state on the career ladder is already in place. Currently, a teacher with a renewable contract who moves to a different district does not keep that renewable contract status. Flexibility in the contract would allow the teacher to keep that renewable contract status.

Rep. Rubel said she would be voting against **S 1248**. She said it seemed the arguments in favor of the bill are attacks on collective bargaining. When attacks on collective bargaining came up in the Luna Laws, she added, voters let it be known they were against those attacks. She said she did not think there was a need for flexibility in teacher contracts to be more innovative, and she had not heard a compelling reason to change the law. She said the charter schools present represented only approximately 25% of the state charter schools, and other charter schools are against the bill.

Rep. Clow said most charter schools do not participate in collective bargaining, but they might. They would have to be careful in how they use the contract flexibility, he said, but he supports the bill.

**VOTE ON
MOTION:**

Motion carried by voice vote. Reps. Kloc, Pence and Rubel requested to be recorded as voting **NAY. Rep. Clow** will sponsor the bill on the floor.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:33 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Monday, February 29, 2016

SUBJECT	DESCRIPTION	PRESENTER
RS24591C2	Civics test, Idaho history and government	Rep. Bateman
H 529	Education Continuous Improvement Plans	Blake Youde, State Board of Education

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
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MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Monday, February 29, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Blake Youde, State Board of Education; Dale Kleinert, NWAC and AdvancED; Jonathan Parker, Holland and Hart; Marilyn Whitney, Governor's Office

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

RS 24591C2: **Rep. Bateman** spoke to **RS 24591C2**. In the last legislative session, he said, **S 1071** was passed, requiring high school seniors pass a civics test of 100 questions, from the test used for naturalization of immigrants, to graduate. However, only two questions on the test relate to Idaho Government, and there are no questions on Idaho History. **RS 24591C2** is a concurrent resolution asking the State Board of Education to add questions about Idaho to the civics test required for graduation. School districts can replace twenty-five of the questions from the naturalization test with questions about Idaho. Rep. Bateman asked the committee to introduce **RS 24591C2**.

MOTION: **Rep. Dixon** made a motion to introduce **RS 24591C2** and recommend it be sent directly to the Second Reading Calendar. .

In response to questions from the committee, **Rep. Bateman** said he was providing the State Board of Education questions relating to Idaho state government and history, and strongly encouraging the Board to use some or all of them, but using those specific questions is not required. See Attachment 1.

**VOTE ON
MOTION:** **Motion carried by voice vote. Rep. Bateman** will sponsor the bill on the floor.

H 529: **Blake Youde**, State Board of Education, spoke to **H 529**, relating to continuous improvement plans. It addresses the seventh recommendation of Governor Otter's Education Task Force, he said. In 2015, Section 33-320 was amended to provide clarity and focus to the requirement school districts develop strategic improvement plans, and make them publicly available. The State Board of Education collects the plans, and works with the districts to make sure the plans comply with the law. **H 529** amends this Section to include, at a minimum, the statewide student readiness and student improvement metrics, and include improvement scores shown as a percentage change, said Mr. Youde.

In response to questions from the committee, **Mr. Youde** said there can be a difference between the percentage of students who graduate from high school and the percentage of students who demonstrate college readiness, based on a SAT score of 1550 or better. Although high school students are required to take a college readiness exam to graduate from high school, they are not required to score 1550 or better. The metrics addressed in continuous improvement plans are available to parents on the school website and school newsletters, said Mr. Youde. School districts will report their previous years' data, then submit their continuous improvement plans to the State Board of Education. The requirement to include a fourth grade reading readiness metric could use scores from the Spring of third grade, he added.

Mr. Youde said the State Board of Education will set state-wide goals, and expect school districts to create plans which tell how they will improve literacy. In response to questions from the committee, Mr. Youde said school districts will set their own improvement goals, based on their own data. If grades kindergarten through third grade are included, the Board will need to set goals for those grades and give more specific instructions to the district on how to set improvement goals.

Rep. Clow asked if, in Section viii, the State Board of Education could add a K-3 reading readiness metric. **Mr. Youde** replied, when students are in the third grade, they are taking the ISAT in addition to the IRI, and one or both could possibly be used for improvement plan metrics. Mr. Youde said it is important to make sure students are improving literacy skills at all levels.

MOTION: **Rep. Wills** made a motion to send **H 529** to the floor with a **DO PASS** recommendation.

SUBSTITUTE MOTION: **Rep. Harris** made a substitute motion to send **H 529** to General Orders.

Rep. Harris suggested the committee amend section viii to expand the reading metric to grades one through three.

Rep. Kerby spoke to the substitute motion. He said if grades one through three were included in the continuous improvement plans, each of the schools would be setting goals for those grades, and it would be easier to match improvement plans to state literacy grants.

In response to questions from the committee, **Mr. Youde** said he thought the Board can make the addition of grades one through three in the implementation of continuous improvement plans, because the IRI is given to every grade already.

MOTION WITHDRAWN: **Rep. Wills** withdrew his motion to send **H 529** to the floor with a **DO PASS** recommendation.

VOTE ON SUBSTITUTE MOTION: **Chairman DeMordaunt** called for a vote on the substitute motion to send **H 529** to General Orders. **Motion carried by voice vote.** **Rep. DeMordaunt** will sponsor the bill on the floor.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 9:34 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

25 Idaho Civics Questions

Distributed by Representative Linden Bateman

The following questions relating to Idaho government and history could be included with the civics test required by Senate Bill No. 1071

1. Which of the following Native American tribes are located in Idaho?
 - a. Coeur d'Alene
 - b. Sioux
 - c. Kootenai
 - d. Cherokee
 - e. Nez Perce
 - f. Shoshone-Bannock
 - g. Shoshone-Paiute
2. Name the famous expedition which in 1805 led the first known European Americans into the land area now known as Idaho? _____
3. Name the president who signed the act which created the Territory of Idaho on March 4, 1863. _____
4. What year did President Benjamin Harrison sign the act which made Idaho the 43rd state in the Union?
 - a. 1880
 - b. 1885
 - c. 1890
 - d. 1896
 - e. 1900
5. Idaho covers a land area about the size of Great Britain. About how many people live in Idaho?
 - a. 10.5 Million
 - b. 6.5 Million
 - c. 1.7 Million
 - d. 3.8 Million
 - e. 20 Million
6. About what fraction of Idaho's land area is owned by the federal government?
 - a. $\frac{1}{2}$
 - b. $\frac{1}{10}$
 - c. $\frac{2}{3}$
 - d. $\frac{1}{3}$
 - e. $\frac{1}{5}$
7. Which city has the only seaport in Idaho?
 - a. Moscow
 - b. Weiser
 - c. Lewiston
 - d. Payette
8. State legislators in Idaho are chosen from legislative districts which are about equal in population. How many legislative districts are there in Idaho?
 - a. 25
 - b. 55
 - c. 44
 - d. 26
 - e. 35
9. How many members of the Idaho Senate and Idaho House of Representatives are elected from each legislative district?
 - a. Two senators and one house member
 - b. Two senators and two house members
 - c. One senator and two house members
 - d. One senator and three house members
 - e. Three senators and one house member

10. What is the vote needed in both houses to pass a bill through the Idaho Legislature?
 - a. Simple majority
 - b. 50%
 - c. 2/3
 - d. $\frac{3}{4}$
11. What vote is needed in both houses to override a governor's veto?
 - a. Simple majority
 - b. 50%
 - c. 2/3
 - d. $\frac{3}{4}$
12. How long is the term of office for members of the Idaho Legislature?
 - a. Four years
 - b. Six years
 - c. Two years
 - d. Three years
 - e. Five years
13. The greatest expenditure made by the Idaho Legislature each year pertains to which general area?
 - a. Health and welfare
 - b. Education
 - c. Law enforcement
 - d. State parks
14. The Governor sees that state laws are carried out and is the chief executive officer of the State of Idaho. What is his term of office?
 - a. Two years
 - b. Six years
 - c. Four years
 - d. Three years
15. Which of the following are not constitutionally elected executive officials of the State of Idaho?
 - a. Governor
 - b. Secretary of State
 - c. Secretary of the Interior
 - d. State Controller
 - e. Lieutenant Governor
 - f. Secretary of Agriculture
 - g. State Treasurer
 - h. Attorney General
 - i. Superintendent of Public Instruction
16. Which state official gives legal opinions regarding the constitutionality of actions taken by state officials or of bills being considered by the Idaho State Legislature?
 - a. Secretary of State
 - b. The Governor
 - c. Attorney General
 - d. Solicitor General
 - e. State Controller
17. Which of the following are not elected county officials?
 - a. County Commissioners
 - b. County Clerk
 - c. County Surveyor
 - d. County Prosecuting Attorney
 - e. County Coroner
 - f. County Treasurer
 - g. County Assessor
 - h. County Zoning Administrator
18. The county officials who enact county ordinances and supervise departments in county government are called the: _____

19. What is the most common form of city government in Idaho?
 - a. City Manager form
 - b. Commissioner form
 - c. Council Manager form
 - d. Mayor- Council form
 20. Property taxes provide a major source of revenue for which levels of government?
 - a. City government
 - b. County government
 - c. State government
 - d. Federal government
 21. To raise money to build a public school, voters within a school district could vote in a bond election. If the voters approve, bonds are sold to raise funds for construction for the school, to be paid off over a period of years through property taxes. What vote is required to pass a bond election in Idaho?
 - a. 2/3
 - b. Simple majority
 - c. 50%
 - d. 3/4
 22. Which county official normally decides whether or not to file charges in court against an accused person in a criminal case?
 - a. Sheriff
 - b. Attorney General
 - c. Prosecuting Attorney
 - d. County Commissioner
 23. The court in Idaho which tries major civil cases and felony criminal cases is called the:
 - a. County Court
 - b. District Court
 - c. Probate Court
 - d. Magistrate Court
 - e. Criminal Court
 24. Which court in Idaho tries only minor civil cases and misdemeanor criminal cases?
 - a. District Court
 - b. County Court
 - c. Magistrate Court
 - d. Probate Court
 - e. Criminal Court
 25. Name the highest court in Idaho which hears appeals from lower courts and is composed of five members elected to six year terms by the voters of Idaho?-
-

25 Idaho Civics Questions

Distributed by Representative Linden Bateman

The following questions relating to Idaho government and history could be included with the civics test required by Senate Bill No. 1071

1. Which of the following Native American tribes are located in Idaho?
 - a. Coeur d'Alene
 - b. Sioux
 - c. Kootenai
 - d. Cherokee
 - e. Nez Perce
 - f. Shoshone-Bannock
 - g. Shoshone-Paiute
2. Name the famous expedition which in 1805 led the first known European Americans into the land area now known as Idaho? _____
3. Name the president who signed the act which created the Territory of Idaho on March 4, 1863. _____
4. What year did President Benjamin Harrison sign the act which made Idaho the 43rd state in the Union?
 - a. 1880
 - b. 1885
 - c. 1890
 - d. 1896
 - e. 1900
5. Idaho covers a land area about the size of Great Britain. About how many people live in Idaho?
 - a. 10.5 Million
 - b. 6.5 Million
 - c. 1.7 Million
 - d. 3.8 Million
 - e. 20 Million
6. About what fraction of Idaho's land area is owned by the federal government?
 - a. $\frac{1}{2}$
 - b. $\frac{1}{10}$
 - c. $\frac{2}{3}$
 - d. $\frac{1}{3}$
 - e. $\frac{1}{5}$
7. Which city has the only seaport in Idaho?
 - a. Moscow
 - b. Weiser
 - c. Lewiston
 - d. Payette
8. State legislators in Idaho are chosen from legislative districts which are about equal in population. How many legislative districts are there in Idaho?
 - a. 25
 - b. 55
 - c. 44
 - d. 26
 - e. 35
9. How many members of the Idaho Senate and Idaho House of Representatives are elected from each legislative district?
 - a. Two senators and one house member
 - b. Two senators and two house members
 - c. One senator and two house members
 - d. One senator and three house members
 - e. Three senators and one house member

10. What is the vote needed in both houses to pass a bill through the Idaho Legislature?
 - a. Simple majority
 - b. 50%
 - c. 2/3
 - d. $\frac{3}{4}$
11. What vote is needed in both houses to override a governor's veto?
 - a. Simple majority
 - b. 50%
 - c. 2/3
 - d. $\frac{3}{4}$
12. How long is the term of office for members of the Idaho Legislature?
 - a. Four years
 - b. Six years
 - c. Two years
 - d. Three years
 - e. Five years
13. The greatest expenditure made by the Idaho Legislature each year pertains to which general area?
 - a. Health and welfare
 - b. Education
 - c. Law enforcement
 - d. State parks
14. The Governor sees that state laws are carried out and is the chief executive officer of the State of Idaho. What is his term of office?
 - a. Two years
 - b. Six years
 - c. Four years
 - d. Three years
15. Which of the following are not constitutionally elected executive officials of the State of Idaho?
 - a. Governor
 - b. Secretary of State
 - c. Secretary of the Interior
 - d. State Controller
 - e. Lieutenant Governor
 - f. Secretary of Agriculture
 - g. State Treasurer
 - h. Attorney General
 - i. Superintendent of Public Instruction
16. Which state official gives legal opinions regarding the constitutionality of actions taken by state officials or of bills being considered by the Idaho State Legislature?
 - a. Secretary of State
 - b. The Governor
 - c. Attorney General
 - d. Solicitor General
 - e. State Controller
17. Which of the following are not elected county officials?
 - a. County Commissioners
 - b. County Clerk
 - c. County Surveyor
 - d. County Prosecuting Attorney
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 - c. Magistrate Court
 - d. Probate Court
 - e. Criminal Court
 25. Name the highest court in Idaho which hears appeals from lower courts and is composed of five members elected to six year terms by the voters of Idaho?-
-

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Tuesday, March 01, 2016

SUBJECT	DESCRIPTION	PRESENTER
S 1232	Vocational Rehabilitation	Blake Youde, SBOE
S 1267	Mastery-based Education	Jeff Church, SDE
S 1290	College and Career Advisors	Senator Patrick

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Tuesday, March 01, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Representative(s) Boyle

GUESTS: Blake Youde, Byron Yankey, State Board of Education; Keelie Campbell, Janalee Hope, Jerome High School; Robin Nettinga, Idaho Education Association; Wendi Secrist, Professional-technical Education; Jeff Church, State Department of Education; Harold Ott, Idaho Rural Educators and Idaho Association of School Administrators; Rob Winslow, Helen Price, Phil Homer, Idaho Association of School Administrators; Rob Sauer, Christine Ketterling, Amy Winters, Homedale School District; Jess Harrison, Idaho School Boards Association; Clark Corbin, Education News; Marilyn Whitney, Governor's Office

MOTION: **Rep. Mendive** made a motion to approve the minutes of February 24, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Rubel** made a motion to approve the minutes of February 25, 2016, as corrected. **Motion carried by voice vote.**

S 1232: **Blake Youde**, State Board of Education, spoke to **S 1232**. He said current Idaho Code references the Rehabilitation Act of 1973, and the bill makes necessary updates to reflect changes in federal regulations impacting the Rehabilitation Act. It updates a reference to the Workforce Innovation and Opportunity Act and clarifies reference to federal law.

In response to questions from the committee, **Mr. Youde** said the Act, enacted in 2014, provides greater vocational rehabilitation resources to individuals with disabilities.

MOTION: **Rep. Kloc** made a motion to send **S 1232** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Kloc** will sponsor the bill on the floor.

S 1267: **Jeff Church**, State Department of Education, spoke to **S 1267**, which makes changes to **H 110**, passed in the last legislative session. The bill addresses Section 33-1630, Section 1, Chapter 68, concerning mastery-based education. Line 30 clarifies that up to twenty local education agencies may serve as incubators for fiscal year 2017. Lines 32-33 allow districts to receive moneys appropriated for mastery-based education. Mr. Church said the Joint Finance and Appropriations Committee approved \$1.4 million for mastery-based education, and \$1.35 million may go to districts for mastery-based education plans.

In response to questions from the committee, **Mr. Church** says there is a process for selecting the districts to participate in the cohort of local education agencies to serve as incubators, if more than twenty districts apply. A committee of eighteen members from school districts across the state goes through the applications and makes the decision. The committee is comprised of school personnel, including teachers, administrators, special education teachers, and curriculum directors. Lines 32-33 were added, because there was some concern the statute was not specific enough about the State Department of Education's authority to distribute moneys for this purpose.

MOTION: **Rep. Harris** made a motion to send **S 1267** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Mr. Church** said **H 110** was enacted July 1, 2015. The funding was used to create the mastery-based education incubator application, and to conduct an awareness campaign, to make sure school districts across the state were aware of the availability and application process. The application due date is March 18th.

VOTE ON MOTION: **Motion carried by voice vote. Rep. Harris** will sponsor the bill on the floor.

S 1290: **Senator Patrick** spoke to **S 1290**. He said the duties of college and career advisors are different from those of counselors. This bill adds charter schools to Section 33-1212A, clarifies language regarding career and college counselors, and requires districts to establish a plan for addressing college and career advising. **S 1290** also requires schools include a report on the effectiveness of their college and career advising programs as part of their annual continuous improvement plans, and outlines what information is in that part of the report.

Keelie Campbell, Jerome High School Principal, spoke in support of **S 1290**. She outlined the counseling resources and student demographics of Jerome High School. Jerome High School hired two full-time Near Peer college mentors to assist with college and career advising, and the percentage of seniors who have applied to college in 2015-2016 is 97%, an increase from 37% in 2014-2015. The college mentors have participated in 958 meetings with students, lead three college tours, and conducted 30 classroom presentations. They helped at a scholarship night, and reviewing FAFSA one-on-one with 104 students, and helped 56 students complete their FAFSA applications. They also volunteer for extra-curricular school activities.

Ms. Campbell said Jerome High School conducted a career fair with the participation of 36 businesses, which helped create a Go-On Culture and establish business and community connections with students. It helped students see what opportunities are possible beyond high school, said Ms. Campbell. The college peer counselors also gave presentations to eighth-grade classes.

The counselor-student ratio at Jerome High School, said **Ms. Campbell**, is 471 students per full-time counselor, and the counselors are overloaded. The college mentors help with the college and career advising piece. In response to questions from the committee, Ms. Campbell said the largest obstacle to students continuing education past high school is the mind set of students, who have never considered post-secondary education, because of family experiences and demographics, and a lack of understanding about the processes involved. The grant for the college peer counselors was only for one year, which is why **S 1290** is so important, said Ms. Campbell.

MOTION: **Rep. VanOrden** made a motion to send **S 1290** to the floor with a **DO PASS** recommendation.

Harold Ott, Idaho Rural School Administrators, and Idaho Association of School Administrators, spoke **in support of S 1290**. He said the stakeholders of many groups have participated in discussions for one year about college and career counseling, and its importance to achieving the 60% Goal. The bill provides a high degree of flexibility for the districts, and the Near Peer Model can be easily replicated, he added. The bill would not create an additional hardship for current staff, said Mr. Ott.

Hollis Brookover, Idaho Business for Education, spoke **in support of S 1290**. She said she believes it is one of the most important bills of this session, and necessary to achieve the 60% goal. Research at the McClure Center, said Ms. Brookover, shows students do not see the benefit of a post-secondary education. The aim of **S 1290** is to increase the number of students who continue on to post-secondary education, and to break the cycle of low educational goals and wages, said Ms. Brookover.

Rep. VanOrden said the Leadership Premiums Bills allowed the districts to use some of the funding for college and career counseling, and the addition of **Ken Edmunds**, with his experience in the State Board of Education and the Department of Labor, to the committee was beneficial.

Senator Patrick said **S 1290** will encourage students to continue with post-secondary education, and he believes the Go-On Goal of 60% is a low goal. In response to questions from the committee, Senator Patrick said the Fiscal Impact would not be greater than last year's fiscal impact. **S 1290** is a change to the legislation from the last session to make it better, he said.

**VOTE ON
MOTION:**

Motion carried by voice vote. Rep. VanOrden will sponsor the bill on the floor.

Chairman DeMordaunt said a new RS had been drafted, making the changes to **H 529** the committee wanted, and would probably be heard Wednesday. He reminded the committee there would be no meeting on Friday, and they could go to White Pine Elementary School, instead, to watch how the Think Through Math Program is used in schools.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 9:37 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Wednesday, March 02, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>RS24639</u>	Continuous Improvement Plan Idaho SAT Data	Blake Youde, OSBE Bob Lokken, Chairman Idaho Business for Education

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow
Vice Chairman VanOrden	Rep Gestrin
Rep Shepherd	Rep Harris
Rep Wills	Rep Mendive
Rep Boyle	Rep McDonald

Rep Dixon
Rep Kerby
Rep Pence
Rep Kloc
Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Wednesday, March 02, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Robin Nettinga, Idaho Education Association; Blake Youde, State Board of Education; Ray Stark, Boise Metro Chamber; Clark Corbin, Education News; Jeff Church, State Department of Education; Harold Ott, Idaho Rural School Administrators; Rob Winslow, Idaho Association of School Administrators

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes of February 26, 2016.
Motion carried by voice vote.

RS 24639: **Blake Youde**, State Board of Education, spoke to **RS 24639**. The proposed legislation reflects the changes to **H 529** the committee had requested. The new legislation includes reports for grades one through three in Sections (ix) to (xiv), and Section (d) includes a reporting requirement.

MOTION: **Rep. Wills** made a motion to introduce **RS 24639** and recommend it be sent to the Second Reading Calendar. **Motion carried by voice vote.** **Rep. DeMordaunt** will sponsor the bill on the floor.

Bob Lokken, Idaho Business for Education, gave a presentation on SAT scores in Idaho. He said 58-68% of the jobs being created in Idaho require a post-secondary education, and only approximately 20% of Idaho juniors in high school are scoring a cut score of 500, which was the measurement chosen as the best predictor of students' successful completion of a post-secondary certificate or degree. Idaho has the highest rate of re-mediation in the country, said Mr. Lokken. Re-mediation at the post-secondary level is more expensive for the students, and those who need re-mediation are more likely to drop out of post-secondary education. Students who score 500 or better are less likely to need re-mediation.

Mr. Lokken said the report is not meant as an indictment of teachers and schools. In the past, many jobs required only a high school education. The data, said Mr. Lokken, is a reflection of the communities' priorities, and if the priorities and focus do not change, the schools can not change the outcomes. He encouraged committee members to look at the scores from their districts. There is a wide variety in scores across the state, said Mr. Lokken, from 20% to 9% of students scoring 500 or better. He explained that if a district was not listed, it was because that district had fewer than 11 students taking the SAT. The career and technical education sector thought a score of 480 was a good predictor of success. However, lowering the score only produced a 4% increase in the number of students prepared for a career or post-secondary education, from 20% achieving a score of 500, to 24% achieving a score of 480. Both numbers are far away from the state's goal of a college and career preparedness rate of 60%, said Mr. Lokken.

In conclusion, said **Mr. Lokken**, there is a large gap between the number of students prepared for post-secondary education, and the need for a workforce with post-secondary education. Communities need to shift their priorities and goals from a high school diploma to a post-secondary education. The state can learn from the top ten high schools across the state, and programs such as Lead the Way, which can achieve great results with schools of any type of demographics, said Mr. Lokken. St. Luke's Hospital used data to go from being ranked very low in the nation to being ranked among the top 100 out of 5,000 hospitals in the nation, making it score in the top 2%, said Mr. Lokken, and school districts can do the same. Education is a continuum, he said, so the state must focus on the whole continuum. Businesses will find it difficult to remain in the state if the percentage of students prepared for post-secondary education does not improve. He urged the committee members to use the report to start a community discussion in their districts. Strategies will be different in each community, he said.

In response to questions from the committee, **Mr. Lokken** said the reason schools with fewer than eleven students who achieved the career and college readiness level did not have data published is because of a federal law designed to protect student privacy. Both the school district and the State Board of Education have the data, even for small districts, he added, but they cannot publish it. The school districts and State Board of Education can use that data to improve the percentage of students prepared for post-secondary education. Pre-K education, whether from a parent or institution, is very important, said Mr. Lokken. He said he thought community leadership should lead the change to an education culture, and members of the Idaho Businesses for Education are encouraged to be involved with their communities. Mr. Lokken said the scores are from April, after a student's junior year. They can re-take the test the Fall of their senior year, but he thinks the Spring following a student's senior year is too late to be admitted to post-secondary education. Receiving a score lower than 500 does not predict post-secondary education challenges with 100% accuracy, he added, and those students shouldn't be deterred from post-secondary education, but they will need a lot of determination and perseverance.

Chairman DeMordaunt encouraged committee members to have discussions with their communities and school districts, and find out what support is needed to improve readiness scores.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 9:50 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #4
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Thursday, March 03, 2016

SUBJECT	DESCRIPTION	PRESENTER
RS24655	Local Innovation School Act	Rep. Horman
RS24645	Student Mobility	Rep. DeMordaunt
RS24063C1	Career Ladder	Rep. DeMordaunt Blake Youde, OSBE
H 537	Education Supplemental Contracts	Jess Harrison, ISBA

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Thursday, March 03, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Phil Homer, Rob Winslow, Idaho Association of School Administrators; Jess Harrison, Idaho School Boards Association; Harold Ott, Idaho Rural School Administrators; Shawn Dygert, Idaho Vocational Agriculture Teachers' Association; Jeff Church, State Department of Education; Suzanne Budge, SBS Associates, LLC; Marilyn Whitney, Governor's Office; Jane Wittmeyer, CUAL Charter Schools

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

RS 24655: **Rep. Horman** spoke to **RS 24655**. She said revisions were made to the Idaho Innovations School Act for clarification of intent. Section 33-5803 (c) was added to clarify this does not jeopardize school accreditation. Section 33-5804 (2c) was added to not exclude public charter schools, and 33-5804 (3g) specifies the innovation schools will administer the Idaho Standards Achievement Test. The previous legislation did not explicitly state innovation schools would take the state-wide assessments, and this legislation does, said Rep. Horman.

MOTION: **Rep. Dixon** made a motion to introduce **RS 24655**. **Motion carried by voice vote.**
Chairman DeMordaunt turned the gavel over to **Vice Chair VanOrden**.

RS 24645: **Rep. DeMordaunt** spoke to **RS 24645**. He said the proposed legislation is a revision of **H 126** from the 2015 Legislative Session, and the intent is to address the loss of funding to schools because of student mobility. When a student changes schools after the initial ten-week period, when student numbers are reported for salary-based apportionment, the new school receives no funding for the student it accepts.

Rep. DeMordaunt said there are two parts to the legislation, the part which triggers additional funding for the new students, and the funding formula for the students at the new school(s). If the best 28 weeks of student numbers reported by a school is greater than the numbers reported the first ten weeks, the school qualifies for more funding. The additional funding is based on a pro-rated ten-week formula, for the number of days the student is at the new school. The legislation has a five-year sunset, explained Rep. DeMordaunt, because it is anticipated this problem will be solved by the task force to study the funding formula.

In response to questions from the committee, **Rep. DeMordaunt** said the school receiving new students later in the year only receives additional funding if the student count is greater for the best twenty-eight weeks than it was the initial ten weeks. The intent is to pay the school for the difference in number, if the best twenty-eight week count is higher than the initial count. If a school receives enough new students for another staff member, it will have the funding for that staff member. Rep. DeMordaunt said he was not sure an analysis of each individual student's number of days at the school would add much value.

MOTION: **Rep. Wills** made a motion to **HOLD RS 24645** for time certain, March 7, 2016.
Motion carried by voice vote.

RS 24063C1: **Rep. DeMordaunt** spoke to **RS 24063C1**. During the last legislative session, he said, legislation was passed which would add pupil services staff to the career ladder in July 2016. However, there was not a plan for how they would be evaluated. Over the summer, he said, a discussion was held with pupil services staff on the evaluation piece. Pupil services staff include staff such as counselors, nurses, speech and language pathologists, and psychologists, said Rep. DeMordaunt.

On page three, section (22), language was added to define student success indicators with measurable indicators of student achievement, said **Rep. DeMordaunt**. Line 35(a-c) specifies what quantifiable goals may be used for evaluations. The legislation puts pupil service staff on the career ladder with definable goals and criteria, said Rep. DeMordaunt. On page nine, lines 12-16, the ratio of instructional staff evaluation to pupil staff evaluations is addressed, and lines 25-34 requires schools to submit career ladder data to the Department of Education, with the stipulation that individually identifiable performance evaluation ratings remain part of the employee's personnel record and are exempt from public disclosure, pursuant to section 74-106, Idaho Code.

Blake Youde, State Board of Education, spoke to **RS 24063C1**. He said the legislation specifies how pupil services staff are moved on the career ladder. Page three, lines 35-40, adds measurable indicators of student achievement. Page five, lines 27-32, stipulates existing pupil service staff shall be placed in a cohort on the career ladder starting with the second cell, he said, and page six, lines 1-2 addresses pupil services staff new to Idaho. Page nine, section (14), provides school districts shall submit necessary data for career ladder placement, he added, and this is repeated on page eleven, section (6). Page nineteen stipulates credits and degrees must be in relevant pedagogy or content area, said Mr. Youde. Page 13, lines 14-17, stipulates that the district administrative index shall equal the statewide average index for purposes of calculating administrative salary-based apportionment, if the district does not employ any administrative staff. Page fifteen, lines 35-37, adds pupil services staff, who have held a pupil personnel services certificate for three or more years prior to July 1, 2016, to the employees who shall automatically obtain an Idaho professional endorsement, added Mr. Youde.

In response to questions from the committee, **Mr. Youde** said one intention of the career ladder was to have three years to gauge a teacher's performance, before placing those with masters degrees on the master degree level. The National Board Certification is for teachers, and if the state wanted to add this to the pupil services personnel for the career ladder, it would need to find an equivalent certification, said Mr. Youde. Page nine, lines 32-34 applies only to an individual's data, not aggregated data, said Mr. Youde. The school districts give data on how many teachers achieved an evaluation of proficient (3) or distinguished (4) to move on the career ladder, and this will be applied to pupil support personnel as well.

Tracie Bent spoke to **RS 24063C1**. She explained there is already an administrative rule for the schools to submit individual evaluation numbers to the state, overall ratings on evaluations, and whether the staff members had Individual Learning Plans. The definition of pupil-service staff is based on certificates and endorsements held, which is already in statute, said Ms. Bent.

In response to questions from the committee, **Rep. DeMordaunt** said the reason for replacing the State Department of Education with the State Board of Education is because the Board is involved in higher education. Rep. DeMordaunt said the legislation in the last session added pupil service personnel to the career ladder, but did not add the accountability part, which is what this legislation does.

MOTION: **Rep. Kerby** made a motion to introduce **RS 24063C1**. **Motion carried by voice vote.**

Vice Chair VanOrden returned the gavel to **Chairman DeMordaunt**.

H 537: **Jess Harrison**, Idaho School Boards Association, spoke to **H 537**. She said the ISBA had worked with the Idaho Education Association and agriculture teachers to come to a compromise. Section 33-515 a, Idaho Code, allows school districts to issue supplemental contracts to teachers for duties outside of their regular duties, but there was no mechanism for issuing contracts for extra days or hours doing the same duties. **H 537** adds a mechanism for extra-day contracts.

Shawn Dygert, Idaho Vocational Agriculture Teachers' Association spoke in **support** of **H 537**. He said the agriculture teachers support the bill.

MOTION: **Rep. Kerby** made a motion to send **H 537** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Kerby** will sponsor the bill on the floor.

Chairman DeMordaunt reminded the committee there was no meeting on Friday, and they could use the time, instead, to watch classes at White Pine Elementary School use the Think Through Math Program.

ADJOURN: There being no more business to come before the committee, the meeting was adjourned at 9:55 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Monday, March 07, 2016

SUBJECT	DESCRIPTION	PRESENTER
RS24645	Student Mobility	Rep. DeMordaunt
S 1257	School District Board of Trustees Elections	Senator Brackett
S 1336	Civics Test, IEP	Senator Patrick
S1320	Community College Districts, Board of Trustees	Blake Youde, OSBE
S 1280	Public Institutions of Higher Learning, Residency Requirements	Blake Youde, OSBE

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Monday, March 07, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Karen Echeverria, Idaho School Boards Association; Harold Ott, Idaho Rural School Administrators; Phil Homer, Helen Price, Rob Winslow, Idaho Association of School Administrators; Blake Youde, State Board of Education; Jeff Church, State Department of Education; Jonathan Parker, Holland and Hart; Marilyn Whitney, Governor's Office; Robin Nettinga, Idaho Education Association

Chairman DeMordaunt called the meeting to order at 9:02 a.m.

RS 24645: **Rep. Wills** made a motion to **HOLD RS 24645** for time certain, Wednesday, March 9, 2016. **Motion carried by voice vote.**

S 1257: **Senator Brackett** spoke to **S 1257**. He said the purpose of **S 1257** is to require write-in candidates in school board trustee elections to submit five qualified elector signatures from within the trustee zone. The requirement of write-in candidates to submit qualified elector signatures of support creates consistency, and shows the write-in candidate has support from within the trustee zone. Sen. Brackett said the legislation is supported by the Idaho School Board Association. Sen. Brackett requested the committee consider sending **S 1257** to General Orders with an amendment to delete a section referencing a paper nominating petition, as provided in § 34-1404, Idaho Code. He explained the Senate was concerned that requiring the five signatures be submitted on a "paper nominating petition" may create a different standard. Therefore, an amendment to strike line 15, with that reference, is suggested.

In response to questions from the committee, **Sen. Brackett** said situations where it was questionable if the write-ins had enough support prompted the bill.

MOTION: **Rep. Kerby** made a motion to send **S 1257** to **General Orders** with a committee recommended amendment.

Karen Echeverria, Idaho School Boards Association, spoke in support of **S 1257**. She said the bill was the result of a resolution passed at an Idaho School Board Association Convention. The requirement is unique to trustees, and they are required to collect five signatures, to show they have enough support to run. In response to questions from the committee, Ms. Echeverria said a form already exists, and a section for signatures will need to be added to the current form.

**VOTE ON
MOTION:** **Motion carried by voice vote. Rep. Kerby** will sponsor the bill on the floor.

S 1336: **Senator Patrick** spoke to **S 1336**. He said the bill is a minor change to help students who are on Individualized Education Plans with the civics requirement for graduation.

MOTION: **Rep. Clow** made a motion to send **S 1336** to the floor with a **DO PASS** recommendation.

Jonathan Parker, Holland and Hart, spoke in support of **S 1336**. He represents a civics professional institute.

**VOTE ON
MOTION:**

Motion carried by voice vote. Rep. Clow will sponsor the bill on the floor.

S 1320:

Blake Youde, Office of the State Board of Education, spoke to **S 1320**, which amends existing law to require community colleges to follow the same requirements as school districts when acquiring and disposing of real property. For example, school districts are required to have a property appraisal conducted of the property one year prior to any purchase, and the same requirement would apply to community colleges. **S 1320** amends § 32-2107, Idaho Code, to provide correct terminology, make technical corrections, and clarify certain powers of the board of trustees of each community college district, and amends § 33-2211, Idaho Code, to provide code references. Mr. Youde said the bill requires community college boards of trustees to follow the same procedures for acquiring and disposing of buildings as public school board of trustees. Additional amendments add the reference to §33-601, Idaho Code, to Eastern Idaho Technical College's provisions regarding real property.

MOTION:

Rep. McDonald made a motion to send **S 1320** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote. Rep. McDonald** will sponsor the bill on the floor.

S 1280aa:

Blake Youde, Office of the State Board of Education, spoke to **S 1280aa**. The bill clarifies and simplifies the residency requirements for tuition at post-secondary educational institutions. The requirements may also be used to establish residency for specialist graduate programs.

MOTION:

Rep. Kloc made a motion to send **S 1280aa** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Mr. Youde** said anyone who has lived in Idaho for at least twelve months qualifies for resident tuition, even residents who did not graduate from an accredited Idaho high school. He said he had not spoken with the senators who voted against the bill, so he did not know why they voted against it. Idaho high school graduates would have a six-year window to return to post-secondary education in Idaho, said Mr. Youde, after leaving the state. Currently, said Mr. Youde, the residency determination is based only on the years and months one has lived in Idaho prior to applying to post-secondary institutions of education. The reason for the bill, he added, is to streamline the process of applying for residency status, and to encourage Idaho graduates to return to Idaho for their post-secondary education. The Senate amendment to the bill is on page 4, line 11. The amendment clarifies the non-resident status of foreign students and students who are not legal United States citizens. It is estimated there would be no fiscal impact from the bill, said Mr. Youde. The potential negative fiscal impact from granting residency status to students who did not previously qualify would be neutralized by an increase of students who might not have attended post-secondary institutions, because they did not qualify for resident tuition, or because of the overly complicated current state residency requirements. Increasing enrollment, said Mr. Youde, will create more tuition and fee revenue, and reduce the state's portion.

Tracy Bent, Office of the State Board of Education, spoke to **S 1280aa**. She said the Board identified current statute as a barrier to college admissions two years ago.

In response to questions from the committee, **Ms. Bent** said the state has already invested resources into its high school graduates, and current law is a barrier to those students returning to post-secondary education in Idaho, after being gone for some time. Also, said Ms. Bent, the institutions of higher education indicated they were spending large amounts of time and resources to determine students' residency status, and this bill streamlines the process. Statute already prohibits illegal immigrants from receiving post-secondary benefits, said Ms. Bent. Currently, if a student is a dependent, and that student's parents are Idaho residents, then the student already qualifies for resident status, said Ms. Bent. If that student leaves Idaho, returns as a non-dependent, and is here for twelve months or more, the student also qualifies for resident tuition. Because the state does not track students who are home schooled, she added, there is no way to know if people moving to Idaho were home schooled in Idaho or elsewhere.

**VOTE ON
MOTION:**

Motion carried by voice vote. Rep. Kloc will sponsor the bill on the floor.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 9:41 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Tuesday, March 08, 2016

SUBJECT	DESCRIPTION	PRESENTER
	Graduation Rates in Virtual and Alternative Schools	Karen Glassman, Inspire Kelly Edginton, Idaho Virtual Academy Monti Pittman, Idaho College and Career Readiness Academy

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Tuesday, March 08, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, Dixon, Kerby, Pence, Kloc

**ABSENT/
EXCUSED:** Representative(s) Rubel, McDonald

GUESTS: Karen Glassman, INSPIRE Connections; Kelly Edginton, Idaho Virtual Academy; Robin Nettinga, Idaho Education Association; Harold Ott, Idaho Rural School Administrators; Helen Price, Idaho Association of School Administrators; Jess Harrison, Idaho School Boards Association; Monti Pittman, Idaho College and Career Readiness Academy; Marilyn Whitney, Governor's Office

Chairman DeMordaunt called the meeting to order at 9:02 a.m.

Karen Glassman, INSPIRE Connections, spoke about the role virtual schools play in graduation rates. She said the school serves and attracts students from around the state, making the student demographics more diverse than the demographics at a traditional brick and mortar school. Many of the students who attend virtual schools, she said, do so because of a family or medical crisis, and when the crisis is over, they return to their regular school, which affects the virtual school's graduation rate. Student mobility also affects the data negatively, said Ms. Glassman, and the students who come to virtual schools are often behind academically, and take longer than four years to graduate. Students from the virtual school who choose to take the GED are also counted against the school's graduation rates, she added. The Every Student Succeeds Act allows for additional flexibility in graduation rates, said Ms. Glassman.

In response to questions from the committee, **Ms. Glassman** said the school is revising its system for tracking students to match the student numbers with the transfer schools, but it is not a perfect system. Tracking students requires lots of human resources and time, she added. If the students who transfer out of the school are taken out of the graduation data, it raises the school's graduation data to 75-80%, said Ms. Glassman. The school has a highly-mobile student population, she said, and 75% transferred to other schools. The main reason students transfer from the virtual school to a brick and mortar school is because the crisis which caused the student to transfer to the virtual school has been resolved, said Ms. Glassman. Another reason students transfer back to a regular school, she said, is because the virtual school curriculum is more rigorous than students believed it would be. Many students attend the virtual school only one semester.

Kelly Edington spoke about the Idaho Virtual Academy. The IDVA is fully accredited, and also has a separately-accredited alternative school. The school serves 2,200 students from kindergarten through twelfth grade, and employs 64 teachers. The mobility and demographics statistics are similar to INSPIRE, said Ms. Edington, and 55% of the students qualify for free or reduced lunch. The state's special education student population is 10%, and the IDVA special education student population is 14.4%. The school hired a social worker one year ago, and also employs three counselors and a family academic support liaison. Ms. Edington said the state needs an accountability system which will better address student mobility, as mobility is a large issue for virtual and alternative schools.

In response to questions from the committee, **Ms. Edington** said schools accredited as alternative schools have a lower student-teacher ratio, use a block system for classes, and have a lower student-counselor ratio. Students of an alternative school must meet at-risk factors. IDVA has special education teachers to help with the special education population, said Ms. Edington. Individualized Education Plans are created, and the special education teacher meets with the home room teachers, parents and students. Virtual schools are allowed to measure attendance by student progress, said Ms. Edington. For example, if a student has made 75% progress in his curriculum, the student's attendance is counted as 75% for funding purposes. Parents are very involved at all levels of a student's education, said Ms. Edington, but involvement at the high school level is different from involvement at the elementary level.

In response to questions from the committee, **Chairman DeMordaunt** explained the Use It or Lose It criteria for funding does not apply to charter schools.

In response to questions from the committee, **Ms. Edington** said an example of persistence, as it applies to a school's graduation rate, is if a student hasn't graduated in four years, and it takes five or more years for that student to graduate, the school's graduation rate is not negatively affected.

In response to questions from the committee, **Ms. Glassman** said the students in the wrestling club in Blackfoot are enrolled in INSPIRE, but the club is completely separate from the school. The school is trying to be clear that it is not involved with the wrestling club, but that message has sometimes been misrepresented.

Monti Pittman spoke concerning the Idaho College and Career Readiness Academy. The virtual school is in its second year of operation, said Mr. Pittman, and has 114 students, 49 of whom are on the free and reduced lunch program. Of the eleventh graders who enrolled in the school, 66% were deficient in math, and 23% were deficient in language arts. Approximately 45% of students require more than four years to graduate, he said, and many of the students had dropped out of school for some time before enrolling in the Academy. The goal is for students to graduate in four years, but if that goal is not met, students are still graduating, said Mr. Pittman. Mr. Pittman gave an example of a 17-year-old boy, reading at an elementary level, who has informed the school he will drop out of school when he turns eighteen, because he sees no value in education. This will affect the school's graduation rate. The school is working hard to bring his reading level up before then, and hopes he will decide not to drop out, and gain the skills he needs, said Mr. Pittman.

In response to questions from the committee, **Mr. Pittman** said many of the students with late graduation issues had come to the Academy with late graduation issues already. The Academy is based on a career-technical education curriculum, and has four tracks: Engineering, Business, Web Development, and Health Care. Mr. Pittman said he would like to see graduation rates changed to reflect persistence, and a weighted percentage for how long students are at the school. Personnel from traditional brick and mortar schools have told him they encounter similar issues, and applying a weighted graduation rate to reflect persistence, or longer graduation times, would be helpful to traditional schools as well.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 9:49 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #2
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Wednesday, March 09, 2016

SUBJECT	DESCRIPTION	PRESENTER
RS24701	Student Mobility	Rep. DeMordaunt
RS24645	Student Mobility	Rep. DeMordaunt
S 1279	STEM Education Fund	Senator Nonini
H 571	Career Ladder	Rep. DeMordaunt
H 570	Local Innovation School Act	Rep. Horman

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Wednesday, March 09, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: The sign-in sheet will be retained in the committee secretary's office until the end of the session. Following the end of the session, the sign-in sheet will be filed with the minutes in the Legislative Services Library.

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

Chairman DeMordaunt explained **RS 24701**, new legislation addressing funding for student mobility, was the first item on the agenda, because the committee's action on it may affect action on **RS 24645**, which the committee had held for time certain.

Chairman DeMordaunt turned the gavel over to Vice Chair VanOrden.

RS 24701: **Rep. DeMordaunt** spoke to **RS 24701**. He said the legislation deals with apportionment affected by student mobility. The legislation to address this was passed by the legislature during the last session, and vetoed by the governor, he said. **RS 24645** did not address the net gain logistics, which are difficult to address, and attempted to prorate apportionment based on when students transferred to different schools. **RS 24701** does not attempt to prorate the apportionment for each student, he said. Instead, if the best 28 weeks attendance is greater than the first ten weeks attendance, the school will receive an additional 50% of apportionment based on the increase in attendance.

Currently, all salary-based apportionment funds are based solely on the first ten week (mid-term) average daily attendance, said **Rep. DeMordaunt**. **RS 24701** would enable the minority of schools, which experience enrollment growth as the school year progresses, to receive additional funding for these students. If full-time support units are at least 3% greater than mid-term support units, the apportionment is adjusted to add 50% of the difference between full-time support units and mid-term support units. The fiscal impact of \$837,000 was determined based on data from the previous four fiscal years, said Rep. DeMordaunt.

In response to questions from the committee, **Rep. DeMordaunt** said the fiscal impact will vary each year, from amounts lower than the average to amounts higher than the average. The lowest fiscal impact over the last four years would have been \$674,000, and the highest would have been \$1.1 million. There could be many dynamics affecting student mobility, including the economy. **RS 24701** does not address reducing funding to schools which lose students later in the year, said Rep. DeMordaunt.

In response to questions from the committee, **Tim Hill**, State Department of Education, said the final apportionment payment is distributed on July 15, and the average daily attendance data from both the first ten weeks and the highest twenty-eight weeks will be available before then. The decision to change from a pro-rated model to a 50% of difference model was made based on data from the governor's task force on education, to determine an easier formula for funding student mobility., said Mr. Hill. It is a compromise between those wanting 100% funding and those wanting 0% funding.

Rep. DeMordaunt said the use of the 50% formula will mean more funding for schools than the prorated formula in the previous legislation. He said he believes it is prudent fiscally, but it provides a little more funding than the previous legislation.

In response to questions from the committee, **Mr. Hill** said the best twenty-eight weeks do not need to be consecutive weeks. They are the weeks with the highest average daily attendance.

In response to questions from the committee, **Rep. DeMordaunt** said not all the schools in the state were involved in drafting the legislation. He said he imagined they would all like to have more funding to take care of the students who move to their district after the first ten weeks.

MOTION: **Rep. Wills** made a motion to introduce **RS 24701**.

Vice Chair VanOrden returned the gavel to **Chairman DeMordaunt**.

VOTE ON MOTION: **Motion carried by voice vote.**

MOTION: **Vice Chair VanOrden** made a motion to return **RS 24645** to the sponsor. **Motion carried by voice vote.**

S 1279: **Senator Nonini** spoke to **S 1279**. This bill creates a STEM Education fund to support the initiatives and work of the Idaho STEM Action Center, said Senator Nonini, with a one-time transfer of \$10 million from the General Fund. Senator Nonini said establishing and funding the STEM Education Fund would demonstrate to the private sector that the Idaho Legislature is engaged in STEM Education.

Sonia Galaviz, Garfield Elementary School, spoke **in support** of **S 1279**. She said Garfield Elementary School has a diverse and high needs population, and STEM opportunities are critical to help level the playing field for her students. Being able to apply for grants allows her to include STEM opportunities in her classroom, and changes the trajectory for her students. In response to questions from the committee, Ms. Galaviz said students at Garfield Elementary currently do not have access to STEM opportunities outside of the school day, because of their demographics, and increased funding for grants would allow schools to provide after-school STEM enrichment activities.

Von Hansen, Alertsense, ITC, spoke **in support** of **S 1279**. He said Idaho has a critical shortage of software talent, not just in the private sector, but also in government jobs. The shortage of talent is a critical factor for companies, and is inhibiting his own company's growth. He said he hoped the committee would send the message that Idaho cares about education and technology. More funding for STEM Education will help attract people to Idaho, said Mr. Hansen.

Tara Thue, AT&T, spoke **in support** of **S 1279**. She said AT&T is a strong supporter of STEM nationwide. The ASPIRE Program increases high school graduation and makes sure students are prepared for careers in science, technology, engineering and math. AT&T is looking at how it can involve the INSPIRE Program with the STEM Education fund.

MOTION:

Rep. Kloc made a motion to send **S 1279** to the floor with a **DO PASS** recommendation.

Dr. Norris Krueger, Entrepreneurship Northwest, spoke **in support** of **S 1279**. He said 58% of new jobs come from start up businesses, 40% of new jobs are from existing companies which grew, and 2% from companies which moved to Idaho. All of the companies need employees with skills learned from STEM education, he said.

Jaycon Ronk, Micron, spoke **in support** of **S 1279**, and said the bill will help all industries to fill jobs positions in Idaho.

Jesse Ronnow, Zion's Bank, spoke **in support** of **S 1279**. She said all of Zion Bank's clients have needs for employees with STEM education, both in the private sector and the government sector. The bill is a critical component, and shows Idaho's commitment to funding STEM Education, she added.

Jay Larsen, Idaho Technical Council, spoke **in support** of **S 1279**. He said the number one issue every company has is access to a workforce with STEM education, and the education needs to start at the elementary level. The bill will help Idaho compete in the economy, he added.

Heidi Pauloski, Boise School District, spoke **in support** of **S 1279**. The Boise School District is a partner with the Idaho Technology Council to offer professional development in computer science for teachers, she said, but there are no funds for travel to the classes. A STEM Education Fund is important for initiatives like this, she explained.

In response to questions from the committee, **Ms. Pauloski** said the Boise School District has increased the number of computer science classes from seven to seventy, and the class offerings will continue to double. Currently, computer science classes are offered as an elective, she said. However, starting next year, students will have the option to use computer science classes for some of their math or science graduation requirements.

Angela Hemmingway, STEM Action Center, spoke **in support** of **S 1279**. She said it creates a place for STEM funding, and industries can donate to the fund. For example, many industries have interest in creating a state-wide science and industry fair, she said.

In response to questions from the committee, **Ms. Hemmingway** said the current professional development model brings teachers to Boise, and the travel expenses are not reimbursed. The STEM Action Center will be having a Pi Day fund raising event to raise money for teacher transportation, she added. The STEM Action Center has already received a number of pledges of donations from industries interested in supporting specific programs, said Ms. Hemmingway, should the STEM Education Fund be established.

Ken Edmunds, Department of Labor and STEM Action Board, spoke **in support** of **S 1279**. He said the bill sends the message to industry that the state recognizes the important of STEM funding.

VOTE ON MOTION:

Motion carried by voice vote. Rep. DeMordaunt will sponsor the bill on the floor.

Chairman DeMordaunt turned the gavel over to **Vice Chair VanOrden**.

H 571:

Rep. DeMordaunt spoke to **H 571**. He said legislation was passed in the 2015 legislative session to add pupil support staff to the career ladder, but evaluation criteria were not included. A work group representing various types of pupil services staff developed language for evaluation criteria on page three. On page nine, language involving institutes of higher education in teacher preparation programs was added, to ensure consistency and fidelity in teacher preparation programs.

Colene Letterle, West Ada Schools, spoke **in support** of **H 571**. She said student indicators for teacher evaluations do not always apply to pupil support staff. She gave examples of student indicators which could be used for evaluation of school nurses, including: improved attendance after concussion education; increased class time for students who spend much of the day in the nurse's office; scheduling and keeping an appointment with an optometrist; pre and post tests on subjects taught by the nurse; improved knowledge, safety and access to care for students with allergies; improved attendance after asthma care education; increased compliance with state law concerning vaccines; and increased attendance in areas where vaccines are provided by the nurse.

In response to questions from the committee, **Ms. Letterle** said the work group was diverse, and the education and certification levels of various professions represented were very diverse. The task of the work group was to bring all school personnel on to the career ladder, and do the best job for a large number of diverse specialties.

Rich Osguthorpe, Boise State University, spoke **in support** of **H 571**. He said evaluations is a complex endeavor, and best conducted in a climate of continuous improvement. It is important to reward personnel for growth, he said, and audits can provide insight into instructional practices, providing confidence in decisions for professional growth, and opportunities to improve.

Laura Mundy, Boise School District, spoke **in support** of **H 571**. She said she is a counselor who participated on the task force. The members of the task force all agreed they wanted to be included on the career ladder, she said, but how effectiveness would be measured was less clear. For counselors, pre and post tests on career guidance materials could be used. The national organization governing school counselors is already pushing for data collection, she added. **H 571** just asks personnel to track what they are already doing, she said, and it shows Idaho values the work pupil services staff do.

In response to questions from the committee, **Ms. Mundy** said student progress on behavior problems is already measured and documented, on students' Individualized Education Plans. Ideally, students are involved in creating the plans, but the students' involvement depends on their age and ability.

MOTION:

Rep. Kerby made a motion to send **H 571** to the floor with a **DO PASS** recommendation.

Vice Chair VanOrden returned the gavel to **Chairman DeMordaunt**.

Rep. Clow commented the work group might want to look at how to include staff who must have a master's degree or higher to start working, over the interim.

**VOTE ON
MOTION:**

Motion carried by voice vote. Representative DeMordaunt will sponsor the bill on the floor.

H 570:

Rep. Horman spoke to **H 570**. She said the bill has a five-year sunset clause, so the grants are one-time planning grants to schools which apply, not an ongoing expense. The Every Student Succeeds Act supports increased flexibility and removing barriers for schools, she said.

David Peterson, Nampa School District, spoke **in support** of **H 570**. He said many rules and regulations were important in the past, and provided predictability, but now they impede innovation. Education is now a consumer-driven commodity, he added, and public schools would like the same opportunities as charter schools to innovate and customize education. Charter schools already enjoy many of the provisions in the bill, he said, and public schools should have the same flexibility.

Andrew Grover, Melba School District, spoke **in support** of **H 570**. He said the Melba School District is always looking for opportunities to improve. One change is to tie the learning in each grade level to something in the community, such as potato farming, he added.

Matt Compton, Idaho Education Association, spoke **in opposition** to **H 570**. He said the Idaho Education Association is not opposed to innovation. One recommendation of the governor's task force on education was to work with the legislature to remove laws which impede innovation. However, the bill allows participating schools to opt out of existing rules they find cumbersome, and the IEA believes the bill could have unintended consequences. Other questions need to be answered, he said. For example, why limit the innovation schools to only ten, and can all ten be in the same district? What happens if the schools fail? Will there be parent involvement? He asked the committee to hold the bill in committee and ask the State Board of Education to work on the recommendations of the task force.

Karen Echeverria, Idaho School Boards Association, spoke **in support** of **H 570**. She said the ISBA believes decisions made closest to the student are best. She said she supports the concept of autonomy, but wonders if removing all the laws is the best approach, as it may add to inequality between schools. Also, she said she did not believe schools needed additional funding to be an innovative school.

In response to questions from the committee, **Ms. Echeverria** said she was not familiar with the innovative program at the Shoshone School District. She said the Innovative Schools Act should be limited to a few schools at first, to gauge success.

MOTION:

Rep. Harris made a motion to send **H 570** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Ms. Echeverria** said she was not aware of a particular innovation a school would like to do, but is impeded by law.

Rep. Horman said **H 570** does not remove all applicable rules. The Notus and Nampa School Districts have testified about their particular innovations, she added.

**VOTE ON
MOTION:**

Motion carried by voice vote. Reps. **Kloc**, **Pence** and **Rubel** requested to be recorded as voting **NAY**. Representative Horman will sponsor the bill on the floor.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:33 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #3
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Thursday, March 10, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>S 1293</u>	Parental Rights in Education	Senator Souza
<u>H 379aaS</u>	Computer Science Initiative	Rep. DeMordaunt
<u>H 458aaS</u>	Advanced Opportunities	Rep. Harris
<u>RS24699</u>	Educational Support Program Calculation	Rep. VanOrden
<u>S 1272</u>	School District Bonds	Larry Johnson, Endowment Fund
	Leadership Premium Report	Jeff Church, State Department of Education

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Thursday, March 10, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Representative(s) Wills

GUESTS: Tina Polishchuk, Jeff Church, Tim Hill, State Department of Insurance; Phil Homer, Rob Winslow, Helen Price, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Gayle Wilde, A.A.U.W.; Jess Harrison, Idaho School Boards Association; Jason Kreizenbeck, Lobby Idaho; Clark Corbin, Education News; Angela Hemingway, Erica Compton, STEM Action Center; Marilyn Whitney, Governor's Office; John Revier, Idaho National Laboratory

Chairman DeMordaunt called the meeting to order at 9:01 a.m.

S 1293: **Senator Souza** spoke to **S 1293**. She said there is no known opposition to the bill. The importance of the bill is that it brings parents into the educational process, and requires schools send an annual notice of parental rights to parents. The schools are required to make reasonable accommodations. It balances parental rights with the impact to the classroom and the teacher's workload, said Senator Souza. Parents who know they have these rights will feel more comfortable approaching the school, and the school staff know there are limits on expectations of them, said Senator Souza. Research shows children whose parents are involved in their education attend school more regularly, have better social skills and better grades, and higher rates of post-secondary education than children whose parents are not involved in their education, she added.

In response to questions from the committee, **Senator Souza** said the language is to encourage schools to work with parents. Schools do not need to replace the missed curricula, and are not responsible for the child's withdrawal from an activity, she said. The ESSA waiver has more flexibility than the previous 95% participation rate, she added. The Superintendent of Public Instruction read the bill and does not oppose it, she added.

MOTION: **Vice chair VanOrden** made a motion to send **S 1293** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Senator Souza** said one example of parents choosing to have their child not participate in something was a child who previously did well in math, but struggled with the new math methods. The parents pulled her out of math class, and she did her math class online, and did very well.

**VOTE ON
MOTION:** **Motion carried by voice vote. Rep. Dixon** will sponsor the bill on the floor.

- S 1272:** **Senator Winder** spoke to **S 1272**. He said the bill is a mechanism by which the Endowment Fund guarantees school district funding, which can then raise the credit ratings for school districts and reduce their interest costs. Second, said Senator Winder, the bill allows the Endowment Fund to purchase school bonds. Third, the bill increases the current bond amount limitation of \$20 million to \$40 million, which helps large school districts with high building costs. If a school district misses a payment, money from the treasurer, which would be dispersed to the school, is used to pay the missed payment, he added.
- In response to questions from the committee, **Senator Winder** said the bill does not require the Endowment Fund purchase school bonds, but adds a mechanism to allow the Endowment Fund to purchase school bonds. It gives the Endowment Fund that option, although it has never bought a school bond.
- In response to questions from the committee, **Larry Johnson**, Idaho Endowment Fund, said the State Treasurer makes the payment if a school district misses its payment. However, that has never happened.
- MOTION:** **Rep. Kloc** made a motion to send **S 1272** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Kloc** will sponsor the bill on the floor.
- H 379aaS:** **Chairman DeMordaunt** explained the Senate amendments to **H 379**. He said the insertion of "public" in lines 9 and 18 make it clear the bill applies to public school districts. The deletion of "software" in lines 20 and 21 is because the Senate did not want to limit solutions to only software. The insertion of "parents and students" in line 19 allows for collaboration. Professional-technical education is changed to career-technical education, to reflect current national and state language. Chairman DeMordaunt recommended the committee send the bill to the floor with a recommendation to concur with the amendment.
- MOTION:** **Vice Chair VanOrden** made a motion to send **H 379aaS** to the floor with a recommendation to concur with the Senate amendments. **Motion carried by voice vote.** **Rep. DeMordaunt** will sponsor the bill on the floor.
- H 458aaS:** **Rep. Harris** explained the Senate amendments to **H 458**. He said the word "cost" was replaced with the word "distribution," as it is a more accurate word. This occurs twice. On page 1, line 22, the word "middle" was replaced with the word "middle level." This is to make it clear the overload courses must be taken for high school credit, not middle school or junior high school credit, to be funded.
- MOTION:** **Rep. Kerby** made a motion to send **H 458aaS** to the floor with a recommendation to concur with the Senate amendments. **Motion carried by voice vote.** **Rep. Harris** will sponsor the bill on the floor.
- RS 24699:** **Rep. VanOrden**, District 31, spoke to **RS 24699**. She said this bill corrects an oversight in the funding of career counselors.
- Tim Hill**, State Department of Education, explained the intent of **RS 24699**. He said the Joint Finance and Appropriations Committee (JFAC) appropriated \$5 million for college and career counseling support in grades eight through twelve. Current Idaho Code would limit the amount of funding to \$1.8 million. Also, said Mr. Hill, current code addresses grades seven through twelve, and it is not clear how to legally calculate appropriations for grades eight through twelve. The legislation changes the calculation to one based on seventh through twelfth grades, and modifies the minimum amounts to reflect the \$5 million appropriation.

In response to questions from the committee, **Mr. Hill** said the \$20,000 minimum would apply to school districts which serve grades eight through twelve. The \$10,000 minimum would apply to school districts which serve some of those grades, but not all. Those amounts are minimums. The appropriation would be the minimum amount or a pro rata amount, whichever is higher. Current statute would limit distributions to \$1.8 million, not the \$5 million appropriated, and the Department of Education would not be able to distribute the remainder of the \$5 million. Distribution is based on the current year enrollment, said Mr. Hill.

MOTION:

Rep. Boyle made a motion to introduce **RS 24699. Motion carried by voice vote.**

Jeff Church, Communications Director for the State Department of Education, gave a report on Leadership Premiums in school districts across Idaho. He reviewed the reasons a school employee may receive a leadership premium, and statewide statistics (See Attachments 1 and 2).

In response to questions from the committee, **Mr. Church** said some districts received less than \$850, because the person receiving the leadership premium worked less than full time. For example, a full-time kindergarten teacher would receive \$850, and a part time teacher would receive \$425. The way the law is interpreted is the minimum of \$850 is for a full-time employee, he added.

Mr. Hill said the data suggests the interpretation of the law at the local level is different than an intention of \$850 being the minimum amount, regardless of whether the employee works full time or not.

Superintendent Ybarra said the State Department of Education consulted the attorney general's office to determine the intent of the law, and the Department is willing to work on new legislation. The school districts are interpreting the law based on what they felt should be done for part-time employees.

Rep. Clow said he observed a bargaining session to learn more about it, and there were differences of opinion about the intent of the law. The \$850 is the amount the school receives, not the amount each employee receives, he added, and it may be unclear what part-time employees should receive.

Superintendent Ybarra said the Department must follow the law as it is written, regardless of the intent. As the law is written, part-time employees do not get \$850. Giving someone who works part time the same leadership premium sends a strange message, said Superintendent Ybarra, but if that person puts in extra work, it may be understandable. That would be a district decision, she added.

Rep. Clow said perhaps the schools are supplementing leadership premiums with discretionary funds. The biggest flaw, he added, is districts trying to get leadership premiums for all of their staff.

Chairman DeMordaunt encouraged committee members seeking re-election for the next session to work on this law next year.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:22 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary



Idaho State Department of Education
Leadership Premium Report (I.C. 33-1004J)
2014-2015

District/Charter Number	District/Charter Name	Number of Leadership Premiums Issued (Head Count)	Average Dollar Amount Issued	Highest Leadership Premium Issued	Lowest Leadership Premium Issued	Percent of Instructional Staff Receiving Leadership Premium	Total (Cumulative) Amount of Premiums Issued (Provided)	*Reasons in order
001	Boise Independent	420	\$ 2,578.00	\$ 5,838.00	\$ 850.00	29%	\$ 1,713,976.00	g,e
1.1	ANSER of Idaho, Inc	18	\$ 925.00	\$ 1,000.00	\$ 850.00	100%	\$ 20,337.00	g,e,f,c,d,b,a
002	Meridian Joint	1,335	\$ 1,054.87	\$ 1,700.00	\$ 850.00	100%	\$ 1,972,959.00	e,g,d
2.1	Meridian Charter High School	7	\$ 2,000.00	\$ 6,000.00	\$ 1,000.00	12%	\$ 14,916.00	c,d,e,g,a,f,b
2.3	Meridian Medical Arts Charter School	7	\$ 2,222.42	\$ 7,357.00	\$ 1,000.00	43%	\$ 15,169.00	e,g,d,f,a,c,b
003	Kuna Joint	165	\$ 1,815.89	\$ 3,000.00	\$ 850.00	47%	\$ 299,622.00	g,e,f,d,a
011	Meadows Valley	13	\$ 980.77	\$ 1,700.00	\$ 850.00	76%	\$ 17,667.00	g,e,d,g
013	Council	7	\$ 2,681.00	\$ 2,815.00	\$ 143.00	37%	\$ 18,769.00	g,d,e,c,a,f
021	Marsh Valley Joint	71	\$ 850.00	\$ 850.00	\$ 382.50	99%	\$ 71,748.00	e,f,g,a,b,c,d
025	Pocatello	370	\$ 1,402.00	\$ 4,575.00	\$ 487.50	53%	\$ 684,421.00	d,e,g
25.1	Pocatello Community Charter School	16	\$ 1,398.34	\$ 2,621.88	\$ 873.96	62%	\$ 16,636.00	e
033	Bear Lake County	52	\$ 1,005.37	\$ 2,000.00	\$ 425.00	85%	\$ 60,885.00	g,c,e,f,d,b,a
041	St. Maries Joint	49	\$ 850.00	\$ 850.00	\$ 850.00	78%	\$ 61,838.00	g,e
044	Plummer/Worley Joint	16	\$ 1,426.00	\$ 3,500.00	\$ 1,000.00	34%	\$ 32,016.00	g,e
052	Snake River	46	\$ 1,764.67	\$ 5,800.00	\$ 850.00	45%	\$ 95,776.00	g,d,e,c,f,b,a
055	Blackfoot	125	\$ 1,549.00	\$ 4,097.00	\$ 850.00	55%	\$ 230,341.00	g,e,d
058	Aberdeen	21	\$ 1,941.00	\$ 5,000.00	\$ 1,000.00	46%	\$ 46,133.00	e,d,f,c,a,b,g
059	Firth	42	\$ 850.00	\$ 850.00	\$ 425.00	100%	\$ 41,957.00	g,e,a,b,c,d,f
060	Shelley Joint	71	\$ 1,281.63	\$ 2,786.68	\$ 857.44	62%	\$ 113,594.00	e,d,g,a,b,c,f
061	Blaine County	97	\$ 2,188.07	\$ 6,808.35	\$ 1,000.00	18%	\$ 290,744.00	g,f,e,b,c,a,d
071	Garden Valley	10	\$ 1,170.00	\$ 1,700.00	\$ 850.00	50%	\$ 21,236.00	g,a
072	Basin	11	\$ 946.60	\$ 1,487.50	\$ 425.00	3%	\$ 25,382.00	g,e,f,c,d,b,a
073	Horseshoe Bend	15	\$ 1,275.00	\$ 2,550.00	\$ 850.00	45%	\$ 19,719.00	e,g,f
083	West Bonner County	67	\$ 905.22	\$ 1,700.00	\$ 850.00	63%	\$ 81,740.00	g,f,e,c,a,d,b
084	Lake Pend Oreille	99	\$ 2,225.00	\$ 5,000.00	\$ 850.00	43%	\$ 220,329.00	e,c,d
091	Idaho Falls	501	\$ 937.00	\$ 3,400.00	\$ 850.00	65%	\$ 545,780.00	g,e,d
092	Swan Valley Elementary	4	\$ 850.00	\$ 850.00	\$ 850.00	100%	\$ 4,045.00	g,e
093	Bonneville Joint	317	\$ 1,548.00	\$ 5,750.00	\$ 850.00	55%	\$ 583,691.00	e,g,b,a,d,f,c
101	Boundary County	64	\$ 969.88	\$ 1,272.00	\$ 850.00	49%	\$ 85,380.00	g,d,e,b

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111	Butte County	14	\$ 1,336.00	\$ 2,500.00	\$ 850.00	36%	\$ 27,881.00	e,g,d,c,a,f,b
121	Camas County	16	\$ 935.00	\$ 1,300.00	\$ 850.00	89%	\$ 17,191.00	f,g,a,b,d,e
131	Nampa	621	\$ 1,053.00	\$ 3,000.00	\$ 850.00	74%	\$ 848,122.00	e,d,g,f,c,d,a
131.1	Idaho Arts Charter School	14	\$ 1,500.00	\$ 2,100.00	\$ 600.00	35%	\$ 38,589.00	e,g,a,f,d,c,b
132	Caldwell	303	\$ 950.00	\$ 1,500.00	\$ 850.00	52%	\$ 330,269.00	e,g
133	Wilder	13	\$ 2,160.54	\$ 2,633.16	\$ 1,316.58	35%	\$ 32,087.00	g,e,d
134	Middleton	135	\$ 875.86	\$ 1,000.00	\$ 850.00	46%	\$ 196,273.00	d,e,g,a
135	Notus	23	\$ 888.00	\$ 2,350.00	\$ 850.00	58%	\$ 28,851.00	g,a,e
136	Melba Joint	22	\$ 1,485.68	\$ 4,104.00	\$ 200.00	50%	\$ 45,607.00	e,g
137	Parma	57	\$ 910.00	\$ 921.00	\$ 850.00	91%	\$ 62,495.00	g,a,b,e,c,f,d
139	Vallivue	447	\$ 850.00	\$ 1,200.00	\$ 200.00	99%	\$ 408,999.00	e,g
139.1	Thomas Jefferson Charter School	9	\$ 1,250.00	\$ 1,500.00	\$ 1,250.00	41%	\$ 20,499.00	g,a
148	Grace Joint	7	\$ 4,310.00	\$ 5,100.00	\$ 2,550.00	23%	\$ 30,176.00	a,c,g,d,e,b,f
149	North Gem	5	\$ 3,955.75	\$ 7,658.00	\$ 2,369.00	26%	\$ 18,101.00	g
150	Soda Springs Joint	31	\$ 1,398.39	\$ 1,855.00	\$ 1,051.00	49%	\$ 51,573.00	g,a,e,b,f,d,c
151	Cassia County Joint	234	\$ 1,015.00	\$ 3,400.00	\$ 850.00	71%	\$ 301,351.00	g,e,d,c,f,a,b
161	Clark County Joint	9	\$ 1,398.84	\$ 4,443.00	\$ 850.00	41%	\$ 16,180.00	g,c,e
171	Orofino Joint	65	\$ 934.00	\$ 1,000.00	\$ 850.00	81%	\$ 75,601.00	g,a,e
181	Challis Joint	13	\$ 850.00	\$ 1,700.00	\$ 850.00	38%	\$ 30,843.00	a,c,g,f,e,d,b
182	Mackay Joint	9	\$ 1,013.75	\$ 3,041.25	\$ 950.00	50%	\$ 16,220.00	g,e,b,a,c,d,f
191	Prairie Elementary	1	\$ 742.00	\$ 742.00	\$ 742.00	100%	\$ 890.00	d
192	Glenns Ferry Joint	12	\$ 2,000.00	\$ 2,200.00	\$ 1,000.00	45%	\$ 28,771.00	e,g
193	Mountain Home	107	\$ 1,901.00	\$ 7,383.00	\$ 850.00	51%	\$ 201,471.00	e,g,d,c
201	Preston Joint	92	\$ 1,217.00	\$ 5,100.00	\$ 850.00	68%	\$ 122,412.00	g,e,c,a,f,b,d
201.1	SEI Tec	11	\$ 1,267.00	\$ 1,267.00	\$ 664.00	100%	\$ 15,209.00	g,a
202	West Side Joint	11	\$ 2,427.40	\$ 5,150.00	\$ 850.00	25%	\$ 35,110.00	e,g
215	Fremont County Joint	135	\$ 850.00	\$ 850.00	\$ 850.00	100%	\$ 134,597.00	d,g,e
221	Emmett Independent	84	\$ 1,447.02	\$ 3,750.00	\$ 850.00	47%	\$ 146,853.00	g
221.1	Payette River Technical Academy	9	\$ 850.00	\$ 1,700.00	\$ 850.00	60%	\$ 10,112.00	g,e,f
231	Gooding Joint	18	\$ 1,136.00	\$ 1,485.00	\$ 417.00	19%	\$ 72,456.00	g
232	Wendell	47	\$ 1,359.00	\$ 2,000.00	\$ 850.00	69%	\$ 67,511.00	c,e,f,g,d,b,a
233	Hagerman Joint	21	\$ 1,206.29	\$ 1,404.00	\$ 1,021.11	100%	\$ 25,332.00	g,e,c

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234	Bliss Joint	8	\$ 850.00	\$ 2,850.00	\$ 850.00	51%	\$ 14,805.00	g,e,d
242	Cottonwood Joint	19	\$ 1,435.00	\$ 5,295.00	\$ 500.00	28%	\$ 29,478.00	e,f,d,c,g,a,b
243	Salmon River Joint	8	\$ 1,998.00	\$ 3,000.00	\$ 1,000.00	31%	\$ 15,169.00	g,f
244	Mountain View	78	\$ 910.98	\$ 910.98	\$ 910.98	93%	\$ 83,994.00	c,a,e,d,b,f,g
251	Jefferson County Joint	225	\$ 923.70	\$ 2,550.00	\$ 850.00	67%	\$ 264,492.00	d,g,e
252	Ririe Joint	25	\$ 1,218.00	\$ 5,000.00	\$ 850.00	48%	\$ 43,645.00	e,g
253	West Jefferson	34	\$ 847.55	\$ 1,007.48	\$ 850.00	90%	\$ 38,326.00	a,b,d,e,c,g,f
261	Jerome Joint	109	\$ 1,567.00	\$ 5,100.00	\$ 850.00	54%	\$ 203,150.00	d,e,g,f,b,c,a
262	Valley	11	\$ 430.00	\$ 620.00	\$ 120.00	100%	\$ 41,400.00	a,b,g,d,c,e,f
271	Coeur d' Alene	417	\$ 2,018.00	\$ 3,700.00	\$ 850.00	45%	\$ 569,169.00	g,d,e
272	Lakeland	182	\$ 1,170.88	\$ 2,000.00	\$ 425.00	59%	\$ 251,710.00	c,e,g,d,a,b,f
273	Post Falls	175	\$ 1,200.00	\$ 2,000.00	\$ 850.00	57%	\$ 304,512.00	e,f,d,c,b,a,g
274	Kootenai Joint	6	\$ 2,241.00	\$ 2,241.00	\$ 2,241.00	34%	\$ 15,998.00	g,f
281	Moscow	153	\$ 2,014.94	\$ 5,169.90	\$ 1,033.98	50%	\$ 158,199.00	g,c,e,a,f,b,d
281.1	Moscow Charter School	9	\$ 940.93	\$ 986.39	\$ 850.00	100%	\$ 10,173.00	f,e,g
282	Genesee Joint	-	\$ -	\$ -	\$ -	0%	\$ 22,622.00	**
283	Kendrick Joint	21	\$ 850.00	\$ 850.00	\$ 850.00	88%	\$ 21,449.00	a,g
285	Potlatch	33	\$ 837.12	\$ 850.00	\$ 425.00	100%	\$ 32,865.00	e,g,d,c,a,b,f
287	Troy	25	\$ 765.00	\$ 850.00	\$ 212.00	100%	\$ 23,340.00	a,d,e,c,f,g,b
288	Whitepine Joint	20	\$ 850.00	\$ 850.00	\$ 850.00	91%	\$ 18,809.00	g,e,f,d,a,b,c
291	Salmon	31	\$ 1,260.90	\$ 5,212.30	\$ 913.00	62%	\$ 50,092.00	c,d,g
292	South Lemhi	12	\$ 850.00	\$ 850.00	\$ 850.00	85%	\$ 12,742.00	a,g,e,f,c,d,b
302	Nezperch Joint	12	\$ 1,125.00	\$ 2,000.00	\$ 1,000.00	53%	\$ 16,564.00	g
304	Kamiah Joint	23	\$ 1,015.00	\$ 2,503.00	\$ 1,000.00	61%	\$ 34,221.00	a,e,g
305	Highland Joint	16	\$ 841.80	\$ 841.80	\$ 841.80	100%	\$ 16,180.00	c,d,e,f,a,b,g
312	Shoshone Joint	34	\$ 1,554.75	\$ 2,461.11	\$ 536.15	92%	\$ 35,890.00	g
314	Dietrich	6	\$ 2,466.67	\$ 2,414.00	\$ 1,070.50	33%	\$ 17,818.00	g,d,a,f
316	Richfield	9	\$ 1,200.00	\$ 1,500.00	\$ 850.00	53%	\$ 17,191.00	g,d,e
321	Madison	138	\$ 1,610.93	\$ 4,544.03	\$ 850.00	52%	\$ 264,481.00	c,a,b,d,f,g,e
322	Sugar-Salem Joint	82	\$ 855.13	\$ 956.69	\$ 340.00	96%	\$ 84,237.00	d,a,g,e,c,b,f
331	Minidoka County Joint	134	\$ 1,398.00	\$ 4,800.00	\$ 850.00	40%	\$ 227,833.00	g,e
331.1	ARTEC Charter School	9	\$ 1,533.00	\$ 2,575.00	\$ 1,200.00	56%	\$ 15,179.00	a,e,d,g,f,c,b

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340	Lewiston Independent	159	\$ 1,633.00	\$ 4,114.00	\$ 850.00	52%	\$ 311,353.00	g,e,d
341	Lapwai	19	\$ 1,658.27	\$ 1,658.27	\$ 1,658.27	50%	\$ 37,881.00	g,e,c,d,a,f,b
342	Culdesac Joint	11	\$ 1,043.72	\$ 1,700.00	\$ 850.00	79%	\$ 13,659.00	e,a,b,c,d,f,g
351	Oneida County	36	\$ 1,097.00	\$ 3,284.09	\$ 850.00	75%	\$ 47,023.00	c,a,d,g,f,e,b
363	Marsing Joint	51	\$ 850.00	\$ 3,400.00	\$ 850.00	68%	\$ 53,677.00	g,f
364	Pleasant Valley Elementary	1	\$ 850.00	\$ 850.00	\$ 850.00	100%	\$ 1,011.00	d
365	Bruneau-Grand View Joint	20	\$ 940.00	\$ 2,550.00	\$ 850.00	66%	\$ 23,310.00	e,g,c,a,b,d,f
370	Homedale Joint	37	\$ 1,352.24	\$ 3,400.00	\$ 850.00	59%	\$ 67,319.00	e,a,b,g
371	Payette Joint	49	\$ 1,444.90	\$ 3,400.00	\$ 850.00	59%	\$ 85,004.00	e,g,f,a,b,d,c
372	New Plymouth	33	\$ 1,720.00	\$ 2,700.00	\$ 850.00	50%	\$ 56,764.00	a,e,f,d,b,g
373	Fruitland	62	\$ 1,233.00	\$ 2,618.00	\$ 918.00	69%	\$ 91,791.00	g,a,e,c,b,d,f
381	American Falls Joint						\$ 92,277.00	***
382	Rockland	20	\$ 810.00	\$ 810.00	\$ 810.00	100%	\$ 16,200.00	d,e, c,b,g,a,f
383	Arbon Elementary	2	\$ 885.00	\$ 885.00	\$ 885.00	100%	\$ 1,770.00	d,g
391	Kellogg Joint	76	\$ 910.00	\$ 1,500.00	\$ 850.00	39%	\$ 76,956.00	e,g,f,a
392	Mullan	7	\$ 2,042.86	\$ 3,000.00	\$ 1,300.00	100%	\$ 14,299.00	g,e,f,c,d,a,b
393	Wallace	35	\$ 1,000.00	\$ 1,500.00	\$ 1,000.00	58%	\$ 43,474.00	e,a,f,g
394	Avery	2	\$ 850.00	\$ 850.00	\$ 850.00	100%	\$ 2,022.00	e,g
401	Teton County	94	\$ 867.68	\$ 891.03	\$ 425.00	93%	\$ 97,980.00	e,d,c,f,a,g,b
411	Twin Falls	155	\$ 1,855.99	\$ 4,667.07	\$ 850.00	30%	\$ 489,109.00	g,e
412	Buhl Joint	71	\$ 1,810.37	\$ 4,900.00	\$ 850.00	51%	\$ 73,690.00	g,e,d,c,a,b,f
413	Filer	67	\$ 1,092.73	\$ 2,594.00	\$ 850.00	76%	\$ 86,209.00	e,a,c,f,d,b,g
414	Kimberly	59	\$ 1,258.00	\$ 2,000.00	\$ 850.00	41%	\$ 92,418.00	g,e,f
415	Hansen	19	\$ 1,276.84	\$ 2,000.00	\$ 850.00	69%	\$ 24,260.00	a,g,d,e,c,b,f
416	Three Creek Joint Elementary	-	\$ -	\$ -	\$ -	0%	\$ 910.00	**
417	Castleford Joint	16	\$ 1,035.87	\$ 3,174.00	\$ 850.00	50%	\$ 22,005.00	g,e,d,c
418	Murtaugh Joint	12	\$ 1,103.00	\$ 2,000.00	\$ 836.00	55%	\$ 18,789.00	g,d,e,a
421	McCall-Donnelly Joint	66	\$ 1,036.88	\$ 1,547.00	\$ 874.00	79%	\$ 81,416.00	g,e,d,a,c,b,f
422	Cascade	14	\$ 1,446.00	\$ 2,000.00	\$ 850.00	41%	\$ 21,883.00	g,f,d,e,c,b,a
431	Weiser	54	\$ 1,361.00	\$ 3,724.00	\$ 1,021.00	62%	\$ 88,737.00	g,d,a,e,c,b,f
432	Cambridge Joint	13	\$ 850.00	\$ 850.00	\$ 850.00	92%	\$ 14,374.00	g
433	Midvale	20	\$ 850.00	\$ 2,763.00	\$ 262.00	100%	\$ 15,038.00	c,a,b

District/Charter Number	District/Charter Name	Number of Leadership Premiums Issued (Head Count)	Average Dollar Amount Issued	Highest Leadership Premium Issued	Lowest Leadership Premium Issued	Percent of Instructional Staff Receiving Leadership Premium	Total (Cumulative) Amount of Premiums Issued (Provided)	*Reasons in order
451	Victory Charter School	8	\$ 1,320.00	\$ 3,960.00	\$ 660.00	33%	\$ 17,273.00	a,g
452	Idaho Virtual Academy	40	\$ 1,430.00	\$ 3,250.00	\$ 850.00	57%	\$ 67,551.00	g,c,a,b,e,d,f
453	Richard McKenna Charter School	-	\$ -	\$ -	\$ -	0%	\$ 22,773.00	**
454	Rolling Hills Charter School	9	\$ 1,316.66	\$ 3,000.00	\$ 500.00	64%	\$ 13,663.00	g,e,c
455	Compass Charter School	11	\$ 2,465.00	\$ 5,835.00	\$ 500.00	32%	\$ 32,259.00	e,a,g,c,d,g,b
456	Falcon Ridge Charter School	-	\$ -	\$ -	\$ -	0%	\$ 13,632.00	**
457	Inspire Virtual Charter School	28	\$ 881.00	\$ 2,041.00	\$ 59.00	86%	\$ 27,465.00	g
458	Liberty Charter School	5	\$ 2,400.00	\$ 4,000.00	\$ 1,000.00	20%	\$ 15,760.00	a,d,g
460	Academy at the Roosevelt Center	13	\$ 767.60	\$ 767.62	\$ 767.62	100%	\$ 11,872.00	c,e,g
461	Taylor's Crossing Chater School	9	\$ 850.00	\$ 850.00	\$ 850.00	28%	\$ 16,191.00	a,b,g,d,c,e,f
462	Xavier Charter School	8	\$ 4,544.25	\$ 5,838.50	\$ 2,750.00	100%	\$ 27,182.00	g,f,e
463	Vision Charter School	18	\$ 1,183.33	\$ 1,700.00	\$ 850.00	62%	\$ 29,256.00	a,e,g,b,f
464	White Pine Charter School	9	\$ 1,600.00	\$ 4,000.00	\$ 400.00	45%	\$ 18,739.00	e,g,f,b,a,c,d
465	North Valley Academy	3	\$ 4,298.33	\$ 5,895.00	\$ 2,000.00	20%	\$ 15,341.00	g,f,e,a,c,b,d
466	iSucceed Virtual Charter School	6	\$ 1,708.33	\$ 2,400.00	\$ 850.00	35%	\$ 12,438.00	a,e,c,g
468	Idaho Science & Technology Charter School	10	\$ 2,000.00	\$ 4,000.00	\$ 1,000.00	20%	\$ 20,124.00	e,d,b,g,f
469	Kaplan Academy of Idaho	11	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	69%	\$ 11,710.00	g
470	Kootenai Bridge Academy	5	\$ 1,173.00	\$ 1,173.00	\$ 1,173.00	100%	\$ 5,663.00	c,g
472	Palouse Prairie School	3	\$ 3,833.00	\$ 8,500.00	\$ 1,500.00	26%	\$ 11,458.00	e,d
473	The Village Charter School	14	\$ 624.44	\$ 1,650.00	\$ 500.00	100%	\$ 15,887.00	g,e
474	Monticello Montessori School	14	\$ 650.00	\$ 1,500.00	\$ 200.00	63%	\$ 9,101.00	e,d,c,g,b,f,a
475	Sage International School of Boise	16	\$ 2,778.00	\$ 5,500.00	\$ 850.00	29%	\$ 53,344.00	g,e,d,b,c,f,a
476	Another Choice Virtual Charter School	20	\$ 941.95	\$ 1,853.02	\$ 617.67	90%	\$ 20,033.00	c,b,d,e,g,f,a
477	Blackfoot Charter Community Learning Center	4	\$ 3,792.00	\$ 5,224.00	\$ 3,000.00	25%	\$ 15,169.00	d,e
478	Legacy Charter School	5	\$ 1,702.00	\$ 1,702.00	\$ 1,702.00	36%	\$ 10,265.00	e,g
479	Heritage Academy	4	\$ 2,300.00	\$ 6,000.00	\$ 200.00	30%	\$ 11,063.00	f,g,e,d,c,b,a
480	North Idaho Stem Charter School	11	\$ 1,652.00	\$ 5,580.00	\$ 850.00	61%	\$ 17,687.00	a,b,c,d,f,g,e
481	Heritage Community Charter	26	\$ 963.81	\$ 963.81	\$ 963.81	4%	\$ 25,059.00	**
482	American Heritage Charter School	2	\$ 6,609.00	\$ 10,718.00	\$ 2,500.00	15%	\$ 13,218.00	f,g,e,b,a,d,c
483	Chief Tahgee Elementary Academy						\$ 5,157.00	***
485	Bingham Academy Charter						\$ 6,721.00	***
486	Upper Carmen Charter School	3	\$ 1,972.00	\$ 3,500.00	\$ 944.00	33%	\$ 5,916.00	e,g,c

District/Charter Number	District/Charter Name	Number of Leadership Premiums Issued (Head Count)	Average Dollar Amount Issued	Highest Leadership Premium Issued	Lowest Leadership Premium Issued	Percent of Instructional Staff Receiving Leadership Premium	Total (Cumulative) Amount of Premiums Issued (Provided)	*Reasons in order
487	Forest M. Bird Charter School	21	\$ 770.20	\$ 865.77	\$ 828.32	80%	\$ 23,824.00	e,f,g,c,b
488	Syringa Mountain School	-	\$ -	\$ -	\$ -	0%	\$ 7,079.00	**
489	Idaho College & Career Readiness	-	\$ -	\$ -	\$ -	0%	\$ 6,067.00	**
490	Idaho Distance Education Academy	11	\$ 1,505.72	\$ 3,011.44	\$ 752.86	38%	\$ 18,809.00	a,d,g
491	Coeur d' Alene Charter Academy	12	\$ 2,949.50	\$ 5,899.09	\$ 1,966.37	36%	\$ 35,394.00	a,e,g
493	North Star Charter School	17	\$ 1,000.00	\$ 3,100.00	\$ 850.00	37%	\$ 45,587.00	e,g,d,a,c,f,b
555	COSSA Academy	18	\$ 650.56	\$ 850.00	\$ 119.00	100%	\$ 11,710.00	g,a
Totals		10,369					\$ 16,730,219.00	

***Leadership Premium Reasons**

- (a) Teaching a course in which students earn both high school and college credit;
- (b) Teaching a course to middle school students in which the students earn both middle school and high school credit;
- (c) Holding and providing service in multiple nonadministrative certificate or subject endorsement areas';
- (d) Serving in an instructional or pupil service position designated as hard to fill by the board of trustees;
- (e) Providing mentoring, peer assistance or professional development pursuant to sections 33-512(17), Idaho Code;
- (f) Having received professional development in career and academic counseling for students, with such services incorporated within or provided in addition to the teacher's regular classroom instructional or pupil services duties;
- (g) Other leadership duties designated by the board of trustees, exclusive of duties related to student activities or athletics.
Such duties shall require that the employee work additional time is a condition of the receipt of leadership premium.

**** Did not distribute Leadership Premium**

***** Not Reported by Distrct/Charter**

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Friday, March 11, 2016

SUBJECT	DESCRIPTION	PRESENTER
S1333	Broadband Infrastructure Improvement	Senator Mortimer Rep. Malek
S1334	Education Opportunity Resource Act	Senator Mortimer Rep. Malek

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Friday, March 11, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representative(s) Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Representative(s) Shepherd, Clow, Harris

GUESTS: Ann Joslin, Idaho Commission of Libraries; Harold Ott, Idaho Rural Schools Association; Jess Harrison, Idaho School Board Association; Dean Mortimer, Senate; Phil Homer, Idaho Association of School Administrators

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

S 1333: **Rep. Malek** spoke to **S 1333**. He said the bill creates a fund for broadband infrastructure investment grants. It will provide opportunities for school districts which need funds to invest in broadband infrastructure. The fund will help those districts leverage existing funding. Qualifying districts can apply for BIIG Fund dollars up to 10% of a district's project costs. The district can use the state funding commitment to receive additional e-rate funding and larger e-rate discounts to lower the project costs. The state contributes 10% of the cost, and the federal government contributes 10%. **Rep. Malek** said the bill came from a suggestion of the governor's interim committee on education. It provides a broadband infrastructure and allows for competition.

In response to questions from the committee, **Rep. Malek** said the infrastructure will be treated like a public infrastructure. Rules will be promulgated to determine the oversight and cost. The school district is eligible for e-rate funding and discounts, and the contractors benefit from other providers being able to join the infrastructure for the same cost. The fund is established to help districts raise 10% of the necessary funding, and creates a place to store the matching 10% from the federal government, said **Rep. Malek**. Nothing in the bill dictates there will be only one provider, he added.

MOTION: **Rep. Gestrin** made a motion to send **S 1333** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Malek** will sponsor the bill on the floor.

S 1334: **Rep. Malek** spoke to **S 1334**. He said the governor's interim committee on education struggled with narrowing the focus. The Idaho Education Network, Idaho Code § 33-125A, tried to do too much at once, he added. The bill allows school districts to acquire their own contracts, and transfers resources and duties of the Idaho Education Network to the State Department of Education, said **Rep. Malek**, and codifies what is already happening. The State Department will be a resource for districts which need it, but districts may also acquire their own contracts. The bill balances local control with providing a resource for districts which don't have their own resource, said **Rep. Malek**.

In response to questions from the committee, **Rep. Malek** said he has not heard from schools about their e-rate funding for four years, so he assumes they are doing well.

In response to questions from the committee, **Chris Campbell**, State Department of Education Technical Officer, said the vast majority of school districts received their e-rate funding.

MOTION: **Rep. Wills** made a motion to send **S 1334** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Malek** will sponsor the bill on the floor.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 9:15 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Monday, March 14, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>RS24729</u>	Student Mobility	Rep. DeMordaunt
<u>H 452aaS</u>	Sick Leave Transfer	Rep. Kloc
		Blake Youde, OSBE
<u>S 1330</u>	Policy Governing Medications and Supplies	Senator Den Hartog
		Laura Keller,
		Am. Diabetes Association
		Rep. VanOrden

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Monday, March 14, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Robin Nettinga, Idaho Education Association; Kelly Edguitar, Idaho Virtual Academy; Tim Hill, Jeff Church, State Department of Education; Blake Youde, State Board of Education; Harold Ott, Idaho Rural School Administrators; Rob Winslow, Idaho Association of School Administrators; Senator Lori Den Hartog, District 22; Clark Corbin, Education News; Marilyn Whitney, Governor's Office

Chairman DeMordaunt called the meeting to order at 9:03 a.m.

Chairman DeMordaunt turned the gavel over to **Vice Chair VanOrden**.

RS 24729: **Rep. DeMordaunt** spoke to **RS 24729**. He said the changes **RS 24729** makes to **RS 24701** are the following:

- A sunset clause of three years is added.
- The adjustment is equal to 75% of the difference between full-term support units and mid-term support units, rather than 50%. It was felt this would be an opportunity to provide more funding to schools experiencing increased enrollment after the first ten weeks.
- The fiscal impact is expected to be \$1,055,418, an increase reflecting the increased calculation number of 75%.

MOTION: **Rep. Kerby** made a motion to introduce **RS 24729** and recommend it be sent to the Second Reading Calendar.

**SUBSTITUTE
MOTION:** **Rep. Harris** made a substitute motion to introduce **RS 24729**.

In response to questions from the committee, **Rep. DeMordaunt** said nine schools would have received the extra funding in 2014, and eight schools would have received the extra funding in years 2012, 2013, and 2015. Charter schools do not have the same safety net as public schools, and must prove themselves to parents, said Rep. DeMordaunt; although the legislation does help charter schools with increased enrollment.

Rep. Wills said he supported the original motion, as the committee had already heard the legislation in its previous form.

Rep. Clow said he thinks the committee had not had a bill hearing on the previous legislation, and had only heard it in RS form.

Vice Chair VanOrden returned the over gavel to **Chairman DeMordaunt**.

**VOTE ON
SUBSTITUTE
MOTION:** **Motion carried by voice vote.**

H 452aaS: **Blake Youde**, State Board of Education, spoke to the Senate amendments to **H 452**. He said the bill still removes the limit on the number of accumulated sick leave days which can be transferred for state employees who have worked for a state educational entity and transfer to another state educational entity. However, the State Controller's Office requested the language be changed from "state agencies" to "public education entities." On page 4, lines 31-35, a section is added to define "public education entity." Technical corrections are made to reflect this additional definition. The amendments to page 5 change the term used from "state agency" to "public education entity."

MOTION: **Rep. VanOrden** made a motion to send **H 452aaS** to the floor with a recommendation the body concur with the Senate amendments. **Motion carried by voice vote. Rep. Kloc** will sponsor the bill on the floor.

S 1330: **Senator Lori Den Hartog** spoke to **S 1330**. She said the bill amends Idaho Code, §33-520, to allow certain students with Type 1 diabetes to possess and use certain medications and supplies during school. Students with Type 1 diabetes should have the right to self monitor and manage their diabetes medication, said Senator Den Hartog. Currently, she said, how schools manage these students and their medications varies greatly by school and classroom. Some students miss critical instruction time, because they are not allowed to keep their medication with them, and must go to the office for testing and to have medicine administered, said Senator Den Hartog. The bill requires school districts to adopt their own policies permitting the self-administration of diabetes medication and blood glucose monitoring by a pupil with diabetes, or to use the model policy created by the State Department of Education. Senator Den Hartog said she anticipates the students who would be impacted by the bill are students in grades six through twelve, who are capable of doing their own testing and medicine administration. This assures schools do not face additional liability to allow students to self manage their diabetes, she added.

In response to questions from the committee, **Senator Den Hartog** said the extent students are allowed to self manage their diabetes varies by school and by what the teacher and administrator are comfortable with.

MOTION: **Rep. Boyle** made a motion to send **S 1330** to the floor with a **DO PASS** recommendation.

Laura Keller, American diabetes Association, spoke to **S 1330**. She said Type 1 diabetes is a self-managed disease which requires the use of insulin. She said she is able to test her blood sugar in five seconds, and it takes a total of thirty seconds to test her blood sugar and adjust her insulin pump. Currently, many students with Type 1 diabetes miss a lot of class time, because they are required to test their blood sugar and administer insulin in the nurse's office. It can take fifteen minutes to walk to and from the office, she added.

VOTE ON MOTION: **Motion carried by voice vote. Rep. VanOrden** will sponsor the bill on the floor.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 9:24 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Wednesday, March 16, 2016

TIME: 8:30 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representative(s) Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Representative(s) Shepherd

GUESTS: Chris Troupis, Troupis Law Office; Will Bogdanoff, Sage International; Jon Bauman, self; Paula Davina, Evalyn Bennett; Julie Lynde, Cornerstone Family; Leo Morales, American Civil Liberties Union; Blake Youde, State Board of Education; Josh Femreite, IDEA School; Terry Ryan, Emily McClure, Idaho Charter School Network; Kirk Vander Leest, Ambrose Christian School; Tamara Baysinger, Public Charter School Commission; Phil Homer, Helen Price, Rob Winslow, Idaho Association of School Administrators; John Watts; Bert Glandon, College of Western Idaho; Senator Dean Mortimer

Chairman DeMordaunt called the meeting to order at 8:31 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes of March 7, 2016. **Motion carried by voice vote.**

S 1376: **Blake Youde**, State Board of Education, spoke to **S 1376**. Mr. Youde said the bill streamlines the process for charter holders to replicate high achieving charter schools, and provides for additional transparency regarding the management of charter schools. It defines "charter holder" and "educational services provider" in Idaho Code, § 33-5202A (4). In Idaho Code, § 33-5203 (3), it allows for replication of an existing high-performing charter school. Idaho Code, § 33-5203 (6), stipulates that a charter holder may not operate enterprises other than the public charter schools for which it has been authorized, said Mr. Youde. The conditions for holding multiple charters are addressed in Idaho Code, § 33-5204, said Mr. Youde, and include the requirement for each charter school to have its own performance certificate and to be independently accountable for its academic, financial and operational outcomes. Idaho Code, § 33-5205 (c) streamlines the application process and eliminates the need for an efficiency review, if the school is a replication of a successful charter school, said Mr. Youde. **S 1376** allows public charter schools to contract with educational services providers, subject to provisions in Idaho Code, § 33-5206 (10a-i).

In response to questions from the committee, **Mr. Youde** said a charter school would need to include any members of its board who are education service providers on its review. A charter school cannot override the decision of the school district, said Mr. Youde. The reason the legislation was introduced by the State Affairs Committee, and not the Education Committee, said Mr. Youde, is there was a phrase in the original draft legislation which addressed a purchasing clause. A new RS was drafted, and didn't meet the deadline for introduction, so the bill had to be introduced through the State Affairs Committee.

MOTION: **Rep. Wills** made a motion to send **S 1376** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Mr. Youde** said the education service provider, as a non-profit organization, may appoint up to 13 members on the charter school board, but they may not be employees of the provider.

Will Bogdanoff spoke in support of **S 1376**. He said Sage International Charter School is a high performing school, and the charter school board would like to replicate it, which is difficult under the current law.

Josh Femerite spoke in support of **S 1376**. He said IDEA student scores have been in the top ten nationally, and Gem Tech has had similar success.

Terry Ryan spoke in support of **S 1376**. He said the bill will allow the increase of high performing schools.

Vice Chair VanOrden said she was opposed to the bill. Although the bill requires charter school board members with a conflict of interest to disclose the conflict of interest, it still allows them to be on the charter school board.

In response to questions from the committee, **Mr. Youde** said current Idaho Law sets forth provisions for when board members or directors have a pecuniary interest.

In response to questions from the committee, **Ms. Tamara Baysinger** said existing statute prohibits a conflict of interest. This bill stipulates any conflicts of interest must be disclosed to the charter school board.

**VOTE ON
MOTION:**

S 1332:

Motion carried by voice vote. Rep. VanOrden requested to be recorded as voting **NAY**. **Rep. Clow** will sponsor the bill on the floor.

John Watts, Veritas Advisors, spoke to **S 1332**. Mr. Watts said the purpose of the bill is to set up a fund in the state treasury, to be used by professional-technical colleges and industry to provide a rapid response to gaps in skills and abilities by making funds available to provide timely access to relevant college credit and noncredit training. Once the funds are available, colleges will be able to work with industry partners in their regions to apply for funds. Use of the funds depends on a contribution from industry, either an in-kind contribution or cash contribution. Examples of in-kind contributions are industry instructors, machinery, or space, said Mr. Watts. Proposals will go to the Technical College Leadership Council (TCLC), which will provide a response within thirty days. This helps industry keep up with changing technology and training. The bill requires the TCLC to report proposals submitted, proposals approved, and expenditures made from the fund to the legislature and the governor's office by no later than February 1, said Mr. Watts. In the last four years, said Mr. Watts, Computer Numeric Control (CNC) was developed to help with the bending and forming of metal. This used to be done manually. Now, 75% of a fabrication company's equipment is robotic, requiring employees to have more technical skills. The bill is a good compliment to the Advanced Opportunities Scholarship, said Mr. Watts. The Advanced Opportunities Scholarship helps the student, and this bill helps the employer.

In response to questions from the committee, **Mr. Watts** said the money for the fund can come from legislative appropriations and other sources, such as business contributions. The colleges submitting proposals must have matching funds from industry.

In response to questions from the committee, **Senator Mortimer** said general funds from the education bill and the economic development bill could be deposited to the fund created by **S 1332**. The bill only creates the fund in the treasury department, he said. Because of the other requests for funds, said Senator Mortimer, the bill only creates a place for the funds and gives the account spending authority. Both short-term and long-term projects can request grant money, said Senator Mortimer. It is designed to respond rapidly to employers' needs. The bill will also help with economic growth, he added. such as when an industry comes to Idaho and needs employees with certain skills.

Bert Glandon spoke in support of **S 1332**. He said the bill addresses both cash and in-kind contributions. Colleges don't need industry advisors, he said, they need industry partners, and the bill provides incentives for industry to participate more fully. The bill gives greater opportunities for colleges to engage local businesses, he added.

In response to questions from the committee, **President Glandon** said the bill gives businesses another incentive to get involved with colleges, in addition to the other ways they may contribute. It also challenges post-secondary education to seriously look at their programs, he said. President Glandon gave the example of the Caterpillar Company (CAT) providing funding and suggestions on how the College of Western Idaho could reduce the training time for CAT technicians. The educational environment has changed, he said, and if colleges do not deliver differently, Idaho will not reach the 60% goal.

MOTION:

Rep. Kloc made a motion to send **S 1332** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Senator Mortimer** said the reference to wage thresholds in lines 25-28 is about training people for jobs which provide a living wage. There is no emergency clause, he added, because this bill was not intended to compete with other legislation for funding.

**VOTE ON
MOTION:**

Motion carried by voice vote. Rep. VanOrden will sponsor the bill on the floor.

S 1342aa:

Senator Nuxoll spoke to **S 1342aa**. She said the bill codifies what is already done in practice, by allowing religious texts, including the Bible, to be referenced and discussed in public schools. It eliminates confusion and affirms free speech in a climate of political correctness, she added. Ignoring religious texts in education would give an inaccurate depiction of history, said Senator Nuxoll. The bill was written with regard to the language used in other states, she said, although the language is much stronger in the other states than what is in **S 1342aa**.

Senator Nuxoll said **Scott Yenor**, a professor of political science at Boise State University, has said an understanding of Christianity is important to understand much of the Western tradition of political philosophy. He has noticed the level of students' understanding of what Christianity is has been dropping over time, said Senator Nuxoll. She provided his written testimony to committee members (see attachment 1).

In response to questions from the committee, **Senator Nuxoll** said if other religious books fulfill the two requirements of state law, it would be equally important to use them. The Supreme Court has ruled the Bible is non sectarian, she added. According to the Attorney General's Office, said Senator Nuxoll, **S 1342aa** fulfills the intent of state law. The addition of "religious texts" was added to accommodate the Attorney General's opinion, she said. The bill does not stop or add to what is already done, said Senator Nuxoll; it just codifies the practice to remove the fear of using the Bible in class.

Chris Troupis spoke in support of **S 1342aa**. He said a Supreme Court case in 1963 made it clear the Bible may be used in school if it is used for secular or reference purposes. The reason the bill is necessary is because of the language in Idaho Code, Article 9, Section 6.

In response to questions from the committee, **Mr. Troupis** said the word Bible was included to establish it is a non-sectarian and non-denominational document, and because all the challenges have been to the Bible, not other texts. Teachers are not allowed to use for indoctrination, he added, but instructional usage such as quotations should be allowed. Mr. Troupis said he did not know what kind of training teachers receive on this topic. The ten states which have similar language have not had it challenged, he said.

Jon Bauman spoke in opposition to **S 1342aa**. He said the Bible may be embedded in our culture, but neutrality is embedded in our laws. Idaho's constitution has four provisions which require a division of church and state, said Mr. Bauman. The bill does not clarify who is responsible for determining which areas of study should include reference to the Bible, or who decides what is "relevant and useful." Under Article 9, Section 1, Idaho stipulates a general, thorough and uniform education, and education will not be uniform if teachers and school districts decide which religious texts to use. The lack of clarity will result in challenges, and the intention of uniformity will be undermined, he added.

In response to questions from the committee, **Mr. Bauman** said if the constitution, the way it is currently written, is problematic, it should be changed. It is fine for students to choose to use religious texts as for reference, he added. The determination of a text's sectarian or non-sectarian nature depends on how it is used, said Mr. Bauman. In addition, the engrossed version of **S 1342aa** is not the same as the laws passed in other states, and the other states do not have such stringent provisions in their constitutions regarding church and state as Idaho, added Mr. Bauman. The bill does not specify a teacher's boundaries or who makes the decisions, he said.

Paula Davina spoke in support of **S 1342aa**. She said Article 9, Section 6 could be construed to prohibit both the constitution and the Bible. The concern, she said, is the restriction of teachers' and students' freedom of speech. Article 11, Section 1 speaks to an informed citizenry, she said, and the Bible has influenced law and history.

Julie Lyndy spoke in support of **S 1342aa**. She said **S 1342aa** will alleviate anxiety about using the Bible for academic purposes, in a time of political correctness. The bill clarifies for parents, students and teachers what is allowed in class.

Leo Morales spoke in opposition to **S 1342aa**. He said the original draft of the bill expressly mentioned science subjects. Although this version removes the references to science, the language is ambiguous and would allow teachers who believe the Bible is relevant to science classes to include it. It is already legal to use the Bible in comparative religion and literature classes, he added. Mr. Morales said the new version of the bill adds "religious texts," but the Bible is still named and singled out, which violates the law that government may not favor one religion over another. A Philadelphia School District spent \$1 million on attorney fees to defend their policy, he said, and lost.

Kirk Vander Leest spoke in support of **S 1342aa**. He said classical Christian Schools have waiting lists, which show more parents want their children to have an education which teaches the Bible's place in Western Civilization and Government.

Senator Nuxoll concluded by saying she wanted Idaho students to have an accurate understanding of history, and teachers are already using the Bible as a reference.

MOTION: **Rep. Dixon** made a motion to send **S 1342aa** to the floor with a **DO PASS** recommendation.

Rep. Dixon said there is not a clear stance of neutrality. Sayings of Confucious are posted on school walls, and school children were bused to see the **Dalai Llama** when he was in Boise. Secular Humanism is also a religion, he added, and there is a distinct stance against the Bible. Students cannot have a clear understanding of the nation's history without referencing the Bible, said Rep. Dixon.

Rep. Kerby said the bill clarifies academic freedom for teachers and students.

Due to time constraints, **S 1342aa** will be carried over to the meeting of March 17, 2016 at 9:00 a.m.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 10:32 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

Testimony of Scott Yenor, Professor of Political Science at
BSU

February 25, 2016

I have been asked to speak about why teaching the Bible in the service of a public school's mission to teach literature and history might be necessary and indeed salutary. My general argument is the following: One cannot understand what many of the great works in Western literature and philosophy mean, and one cannot understand many modern principles of political life, without understanding something about Christianity; and understanding something about Christianity often requires some knowledge of the Bible.

Let me begin with a few examples to illustrate this thesis. A teacher may be interested in teaching about religious tolerance or the separation of Church and State. In the history of the world, this tolerance and separation is very unique and predominantly a Western way of doing things. We find that, when we look at the map, it exists in

countries touched by Christianity. This suggests a relationship between the religious toleration and Christianity. What explains this relationship? There are two concepts in the Bible that are very helpful to read and reflect upon in reaching this conclusion. First, there is the idea of rendering unto Ceasar what is Ceasar's and unto God what is God's, found in the Gospels. Second, there is the idea of fulfilling the law and, in some ways moving beyond the law. This aspect of Christianity is understood very poorly. Here is what I mean.

Judiasm and Islam are religions of the law—they set out how governments are supposed to be set up and what the content of their laws are to be. Those religions emphasize what one is supposed to do. Christianity is a religion of faith, of what one believes—and it leaves individuals free to change governments, to have monarchies or democracies, for instance because belief is separate from government.

(Mohammed, as Tocqueville writes, “had not only religious doctrines from Heaven placed in the Koran, but political maxims, civil and criminal laws, and scientific theories. The Gospels in contrast speak only of the general relations of men to God and among themselves. Outside of that they teach nothing and oblige nothing to be believed. That alone, among a thousand other reasons, is enough to show that the first of these two religions cannot reign for long in enlightened and democratic times. . .”

This example allows for several points to be made.

Understanding the separation of church and state requires that we understand the culture or milieu from which that separation arises and that is a Christian culture. It also calls for us to understand in broad perspective contrasting cultures that are informed by other books. These cultures are part of our world too. My point here is simple: One probably cannot understand a civilization without understanding its ultimate values and these ultimate values are, in one way or another, often traceable to revealed religion.)

I talk fast so I would like to make another point. Many of the greatest works of literature cannot be understood without some knowledge of Christianity. Examples abound—Dante's *Inferno*, Alcott's *Little Women*, Dostoyevsky's *Brother's Karamazov*. I want to mention only Nathaniel Hawthorne's *Scarlett Letter*, wherein an adulteress, Hester Prynne, is banished from a Puritan community in New England for her affair with their preacher. A great book. Question: The Puritans claim that the Bible is the basis of their political community and, more specifically, of this particular law. Is this an accurate reading of the Bible and its politics? An answer to this question can only be gotten from a little study of the Bible, including some of the laws in Deuteronomy about adulteresses, the Sermon on the Mount, and perhaps Jesus' confrontation of the prostitute at the well. Small excerpts from the Bible are necessary for us to understand what Hawthorne is criticizing in the Puritans.

One last comment. I have been teaching at the university level for over 15 years. I teach political philosophy and some constitutional law. The level of understanding of what Christianity is among students has been dropping over time, just as their attention span has dropped. I do not blame the schools for this; it is a cultural thing in Idaho and perhaps everywhere. BUT in order to understand much of the Western tradition of political philosophy teaches and to understand ourselves, it seems that we would not want to deprive schools of the use of this tool to teach how those basics have helped shape our civilization. As I mentioned at the onset, look at a map and find the countries enjoying the principles of political freedom and religious tolerance and, almost without exception, they have a Christian heritage. That seems a not insubstantial thing to understand in a history and literature curriculum.

AMENDED AGENDA #2
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Thursday, March 17, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>S 1342</u>	Public School, Use of Religious Texts	Senator Nuxoll
<u>H 603</u>	Student Mobility	Rep. DeMordaunt

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Thursday, March 17, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Jeff Church, State Department of Education; Julie Lynde, Cornerstone Family Council; Helen Price, Phil Homder, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Stephanie Rose, Jane Wittmeyer, Idaho Coalition of Charter School Families; Kristi Poole, Amy Chadez, Idaho Virtual Academy; Suzanne Budge, SBS Associates, LLC

Chairman DeMordaunt called the meeting to order at 9:02 a.m.

S 1342aa: Continuation of the meeting of March 16, 2016.

Rep. Clow said he liked the intent of **S 1342aa**. However, the letter from the Attorney General's Office said the terminology, which specifically mentions the Bible, would be impossible to defend in a lawsuit. Not all the recommendations of the Attorney General were followed in the drafting of the bill, he added (See attachment 1).

SUBSTITUTE MOTION: **Rep. Clow** made a substitute motion to send **S 1342aa** to General Orders.

Rep. Kerby said he supported the original motion, to send **S 1342aa** to the floor with a DO PASS recommendation. No bill is perfect, he added, and it will help clarify the issue.

Rep. Boyle spoke in support of the original motion.

Rep. Rubel spoke in support of the substitute motion. Although she appreciates the intent of the bill, she said, the letter from the Attorney General (See attachment 1) made it clear that singling out the Bible by name will be legally challenged and thrown out, which would cost taxpayers money. Merely taking out the reference to the Bible, and leaving "religious texts," would be an easy way to fix it, she added.

Rep. McDonald spoke in support of the original motion.

Rep. Kloc spoke in support of the substitute motion. The letter from the Attorney General's Office said it is likely an effort to use the Bible as a text in an Idaho public school would be found unconstitutional under the Idaho Constitution.

Rep. Kerby spoke in support of the original motion. He said he thought the state would prevail in a lawsuit, and this issue is important to many people.

Rep. Clow said if the terminology wouldn't be supported under current statute, taking "Bible" out and leaving "religious texts" in would not be supported either. He said he would support an amendment to the Idaho Constitution.

Rep. Mendive spoke in support of the original motion. He said the revised bill had followed the Attorney General's advice and added "religious texts" to the bill.

Rep. Rubel commented this version of **S 1342aa** did not take out the reference to the Bible, as advised. The Bible would already be included in the reference to "religious texts."

Rep. Dixon spoke in support of the original motion. He said the opposition has been against the Bible, not other religious texts. If "Bible" is not left in **S 1342aa**, he said he thinks people will still see opposition to referencing the Bible in classroom.

Rep. Pence spoke in support of the substitute motion. She said the current statute is fine, and the Bible can be used now as a reference; teachers just can't use specific religious tenants. The State Department can put out information about what is allowed, regarding religious texts used in classrooms, she added.

**ROLL CALL
VOTE:**

A roll call vote was requested on the substitute motion to send **S 1342aa** to **General Orders**. **Motion failed by a vote of 4 AYE, 10 NAY, 1 Absent/Excused.** Voting in favor of the motion: Reps. Clow, Pence, Kloc, and Rubel. Voting in opposition to the motion: **Chairman DeMordaunt, Vice Chair VanOrden, Reps. Shepherd, Boyle, Gestrin, Harris, Mendive, McDonald, Dixon and Kerby.** Absent/Excused: Rep. Wills

**ROLL CALL
VOTE:**

A roll call vote was requested on the original motion to send **S 1342aa** to the floor with a **DO PASS** recommendation. **Motion passed by a vote of 10 AYE, 4 NAY, 1 Absent/Excused.** Voting in favor of the motion: **Chairman DeMordaunt, Vice Chair VanOrden, Reps. Shepherd, Boyle, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby.** Voting in opposition to the motion: Reps. Clow, Pence, Rep. Rubel. Absent/Excused: Rep. Wills. Rep. Dixon will sponsor the bill on the floor.

Chairman DeMordaunt turned the gavel over to **Vice Chair VanOrden**.

H 603:

Rep. DeMordaunt spoke to **H 603**. He said **H 603** helps schools with funding when students move after the first 10-week count for staffing allowance is done. It provides a mechanism for the school receiving new students to receive 75% of the funding for the new students. Schools which have a growth of 3% or more, said Rep. DeMordaunt, will receive funding. Schools have said they could manage a 2% growth, he added.

Rep. Boyle said she appreciated the work done on the bill, but rural schools which experience smaller growth are not covered. The governor has requested \$1.3 million for this purpose, and if the 3% cap was removed, more of the schools could be covered, she added.

Rep. DeMordaunt said he thought it was fair to ask districts, whether they are large or small, to manage a growth of less than 3%. **H 603** helps schools which provide a safety net to students who move after the beginning of the year.

In response to questions from the committee, **Rep. DeMordaunt** said he believes the funds are available, and Senate members support the bill.

Stephanie Rose, Idaho Coalition of Charter School Families, spoke in support of **H 603**. She said charter schools experience a large number of students enrolling in the middle of the year.

Amy Chadez, Idaho Virtual Academy, spoke in support of **H 603**. Virtual schools offer year-round enrollment for students in crisis, she said, and provide flexibility in education for students. **H 603** will provide equitable funding for all schools, including those which experience growth later in the year, she added.

In response to questions from the committee, **Ms. Chadez** said the largest increase in student enrollment is at the secondary level.

MOTION:

Rep. Kloc made a motion to send **H 603** to the floor with a **DO PASS** recommendation.

**SUBSTITUTE
MOTION:**

Rep. Mendive made a motion to send **H 603** to General Orders and take off the 3% cap, to include more schools.

In response to questions from the committee, **Tim Hill**, State Department of Education, said if all the schools which experienced growth were given extra funding, the fiscal impact would be approximately \$1.438 million.

Rep. Clow spoke **in support** of the original motion.

Rep. Harris spoke **in support** of the substitute motion.

Rep. Boyle spoke **in support** of the substitute motion. She said JFAC had appropriated \$1.3 million, and an additional \$90 million is available from PISA. If a small school experiences even a small percentage of growth, it makes a big difference, said Rep. Boyle, and small districts do not have the same property tax base.

**ROLL CALL
VOTE:**

A roll call vote was requested on the substitute motion. **Motion failed by a vote of 6 AYE, 8 NAY, 1 Absent/Excused. Voting in favor of the motion: Reps. Shepherd, Boyle, Gestrin, Mendive, and Dixon. Voting in opposition to the motion: Chairman DeMordaunt, Vice Chair VanOrden, Reps. Wills, Clow, McDonald, Kerby, Pence, and Kloc. Absent/Excused: Rep. Rubel.**

**VOTE ON
MOTION:**

Original motion carried by voice vote. Rep. Kerby will sponsor the bill on the floor.

Vice Chair VanOrden turned the gavel over to **Chairman DeMordaunt**.

ADJOURN:

There being no further business before the committee, the meeting was adjourned at 9:55 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary



STATE OF IDAHO

OFFICE OF THE ATTORNEY GENERAL

LAWRENCE G. WASDEN

February 9, 2016

The Honorable Sheryl L. Nuxoll
Idaho State Senator
Statehouse
VIA HAND DELIVERY

Re: DRMPN297—Use of the Bible in Public Schools – Our File No. 16-53818

Dear Senator Nuxoll:

You have requested this office's review of the referenced draft bill. If introduced and enacted, the bill would repeal the current Idaho Code § 33-1604 and replace it with the following:

USE OF THE BIBLE IN PUBLIC SCHOOLS. The Bible is expressly permitted to be used in Idaho public schools for reference purposes to further the study of literature, comparative religion, English and foreign languages, United States and world history, comparative government, law, philosophy, ethics, astronomy, biology, geology, world geography, archaeology, music, sociology, and other topics where an understanding of the Bible may be useful or relevant. No student will be required to use any religious texts for reference purposes is the student or parents of the student object.

The draft bill, as a facial matter, likely presents no significant constitutional issue under the Establishment Clause of the First Amendment to the United States Constitution. However, it may raise a religious preference issue under art. I, sec. 4, but, in any event, is specifically prohibited by art. IX, sec. 6 of the Idaho Constitution.

I. UNITED STATES CONSTITUTION: ESTABLISHMENT CLAUSE ANALYSIS

The United States Supreme Court held in *Stone v. Graham*, 449 U.S. 39 (1981) (per curiam), that "the Bible may constitutionally be used in an appropriate study of history, civilization, ethics, comparative relief, or the like." *Id.* at 194 (citing *Abington Sch. Dist. v. Schempp*, 374 U.S. 203, 225 (1963)); accord *Grove v. Mead Sch. Dist. No. 354*, 753 F.3d 1528, 1534 (9th Cir. 1985). This result flows from application of *Lemon v. Kurzman*, 403 U.S. 602 (1971), that prescribed a three-factor test for determining Establishment Clause consistency: "[A]

statute or practice which touches upon religion must (1) have a secular purpose; (2) must neither advance nor inhibit religion in its principal or primary effect; and (3) must not foster an excessive entanglement with religion.” *Cal. Parents for Equalization of Educ. Materials v. Noonan*, 600 F. Supp. 2d 1088, 1155 (E.D. Cal. 2009). On its face, the draft bill satisfies these criteria.

II. IDAHO CONSTITUTION: ART. I, SEC. 4 AND ART. IX, SEC. 6 ANALYSIS

Art. I, sec. 4 provides in part that no “preference be given by law to any religious denomination or mode of worship.” The Idaho Supreme Court has held that the Idaho constitutional provision “is an even greater guardian of religious liberty” than the First Amendment (*Osteraas v. Osterass*, 124 Idaho 350, 355, 859 P.2d 948, 953 (1993)), but it has not held that art. I, sec. 4 creates an Establishment Clause-like barrier more stringent than that imposed under the *Lemon* test. Nevertheless, insofar as the draft bill carves out the Bible from other religious texts for special statutory treatment, it may raise the question whether Judeo-Christian values are being given preference. This potential issue need not be resolved in view of the specific prohibition in art. IX, sec. 6 discussed immediately below.

Art. IX, sec. 6 provides:

No religious test or qualification shall ever be required of any person as a condition of admission into any public educational institution of the state, either as teacher or student; and no teacher or student of any such institution shall ever be required to attend or participate in any religious service whatever. No sectarian or religious tenets or doctrines shall ever be taught in the public schools, nor shall any distinction or classification of pupils be made on account of race or color. *No books, papers, tracts or documents of a political, sectarian or denominational character shall be used or introduced in any schools established under the provisions of this article*, nor shall any teacher or any district receive any of the public school moneys in which the schools have not been taught in accordance with the provisions of this article.

[Emphasis added.] The italicized prohibition is unambiguous. See *Nampa Classical Academy v. Goesling*, 714 F. Supp. 2d 1079, 1084 (D. Idaho 2010) (upholding Idaho Public Charter School Commission’s adoption of the “Attorney General’s position that the use of religious documents or texts in public school curriculum would violate art. IX, sec. 6”), *aff’d per mem.*, 47 Fed. Appx. 776 (9th Cir. 2011). As the analysis by this Office referred to in *Nampa Classical Academy* reasoned, the Idaho Supreme Court “would conclude that the Bible cannot be used in a public school classroom” if it “relie[d] on the literal meaning of the language of the Idaho Constitution.” See Aug. 13, 2009 J. Swartz Mem. at 5 (attached hereto). Under settled principles of constitutional and statutory construction, the Supreme Court will give art. IX, sec. 6 its plain meaning. *Verska v. St. Alphonsus Reg’l Med. Ctr.*, 151 Idaho 889, 983, 265 P.3d 502, 506 (2011) (“[i]f the statute is not ambiguous, this Court does not construe it, but simply follows the law as written”); see *Higer v. Hansen*, 67 Idaho 45, 52, 170 P.2d 411, 415 (1946) (“[t]he same rules apply to the construction of provisions of the Constitution as apply to construction of

Senator Nuxoll
February 9, 2016
Page 3 of 3

statutes”) (internal quotation marks omitted). Art. IX, sec. 6 therefore would invalidate the draft bill if enacted.

Please contact me with any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "BK", with a long horizontal line extending to the right.

BRIAN KANE
Assistant Chief Deputy

BK/tjn

MEMORANDUM

TO: BILL GOESLING, CHAIRMAN, PUBLIC CHARTER SCHOOL COMMISSION;
COMMISSIONERS, PUBLIC CHARTER SCHOOL COMMISSION

FROM: JENNIFER SWARTZ, DEPUTY ATTORNEY GENERAL

SUBJECT: USE OF RELIGIOUS TEXTS IN PUBLIC CHARTER SCHOOLS

DATE: AUGUST 13, 2009

CC: TAMARA BAYSINGER, PUBLIC CHARTER SCHOOL PROGRAM MANAGER

A question regarding the use of the Bible as a text in public school classrooms was raised during the Public Charter School Commission (Commission) meeting on July 22, 2009. In its pre-opening update presentation, Nampa Classical Academy (NCA), a Commission authorized school, discussed its intention to use the Bible and other religious texts in its curriculum. As discussed in the July 22 meeting, use of any religious texts within Idaho's classrooms, would likely violate of the Idaho State Constitution. For your reference, this issue is analyzed more fully below.

IDAHO'S CONSTITUTION LIMITS USE OF RELIGIOUS TEXTS EXPRESSLY

Article IX, § 6 of the Idaho Constitution provides as follows:

Religious test and teaching in schools prohibited. No religious test or qualification shall ever be required of any person as a condition of admission into any public education institution of the State, either as teacher or student; and no teacher or student of any such institution shall ever be required to attend or participate in any religious services whatever. No sectarian or religious tenants or doctrines shall ever be taught in the public schools, nor shall any distinction or classification of pupils be made on account of race or color. No books, papers, tracts or documents of a political, sectarian or denominational character shall be used or introduced in any schools established under the provisions of this article, nor shall any teacher or any district receive any of the public school moneys in which the schools have not been taught in accordance with the provision of the article.

(Emphasis added.)

NCA has explained that it does not intend to use any religious text for the purpose of teaching or promoting religion, but rather in the context of its cultural, historical, and literary significance. However, the express language of the above referenced provision of our state constitution does not provide an exception based upon *how* the text is intended to be used. Instead, § 6 prohibits *any* use of sectarian or denominational texts in a public school classroom. That this interpretation was indeed the intent of the drafters of the Idaho Constitution is expressly demonstrated in documentation of the State's Constitutional Convention. During the Idaho Constitutional Convention of 1889, an amendment to § 6 (then § 8) was proposed as follows: "Provided, that nothing herein contained shall be construed to forbid the reading of the Bible in public schools in any commonly received version, nor to enjoin its use." Hart, I.N. *Proceedings and Debates of the Constitutional Convention of Idaho 1889, Vol. 1 at pp. 684-702*. That amendment was defeated, and therefore not incorporated in the Idaho Constitution. *Id.*, at 702.

THE FEDERAL CONSTITUTION MAY PERMIT CERTAIN LIMITED USES BASED ON A VARIETY OF FACTORS

With respect to the United States Constitution, no doubt exists that under current U.S. Supreme court cases interpreting the First Amendment, the Bible cannot be used in public schools for any sectarian or religious purpose. *Abington School District v. Schempp*, 374 US 203, 224, 83 S. Ct. 1560, 1572 (1963). The First Amendment to the US Constitution provides that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." U.S. Const., amend. I. The prohibition against using the Bible for religious purposes in public schools holds true whether the use is by student choice, is student led, or whether student attendance is voluntary. *Id.* However, the *Schempp* case gave rise to oft-quoted language regarding the secular use of the Bible in an educational setting:

[I]t might well be said that one's education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historic qualities. Nothing we have said here indicates that such study of the bible or of religion, when presented objectively as a part of a secular program of education, may not be effected consistently with First Amendment. But the exercises here did not fall into those categories. They are religious exercises, required by the States in violation of the command of the First Amendment that the government maintain strict neutrality, neither aiding nor opposing religion.

Schempp 374 US at 225, 83 S. Ct. at 1573 (emphasis added). The difficulty under the First Amendment lies in the details – developing a course that is truly non-sectarian in nature, rather than one that is only an excuse to use the Bible to promote a religious purpose. Perhaps for that reason, case law upholding the use of the Bible as a text in a public school is rare if not nonexistent. A number of courts have made note of the *Schempp* comment regarding the literary and historic significant of the Bible. However, even while doing so, those same courts were finding that Bible-related or religious programs in public schools violated the first Amendment.¹

IDAHO'S MORE LIMITED CONSTITUTIONAL PROVISION IS CONSISTENT WITH THE ESTABLISHMENT CLAUSE

The Idaho Constitution and Idaho courts are consistently more restrictive with respect to the separation of church and state in connection with public schools. For example, in *Epeldi v. Engelking*, 94 Idaho 390, 395, 488 p. 2d 860, 865 (1971), the Idaho Supreme Court specifically held that providing public funds to parents of students attending parochial schools to aid the students' attendance at those schools violated Article IX, § 5² of the Idaho Constitution, despite the fact that the provision of such funds did not violate the first Amendment of the U.S. Constitution.

This section in explicit terms prohibits any appropriation by the legislature or others (city, county, etc.) or payment from any public fund, anything in aid of any

¹ See, *Stone v. Graham*, 449 US 39, 101 S. Ct. 192 (1981)(posting of ten commandment in classroom found unconstitutional); *Illinois ex rel. McCollum v. Board of Education*, 333 US 203, 68 S. Ct. 461 (1940) (public school buildings cannot be used for religious purposes); *Berger v. Rensselaer Central School Corporation*, 982 F. 2d 1160 (7th Cir 1993) (distribution of Bibles in public schools unconstitutional); *Herdahl v. Pontotoc County School District*, 933 F. Supp 582 (ND Miss. 1996) (bible class violates First Amendment); *Hall v. Board of School Commissioners of Conecuh County*, 656 F. 2d 999 (DC Ala. 1981) (elective Bible class unconstitutional); *Mangold v. Albert Gallatin Area School District*, Payette County, Pa., 438 F. 2d 1194 (3rd Cir. 1971) (Bible reading and prayer in school unconstitutional); *Doe v. Potter*, 188 F. Supp. 2d 904 (ED Tenn. 2002) (teaching from the bible as religious truth unconstitutional); *Chandler v. James*, 985 F. Supp 1068 (MD Ala. 1997) (prayer and distribution of bibles in public schools unconstitutional); *Crockett v. Sorenson*, 568 F. Supp. 1422 (WD Va. 1983) (bible class in public school unconstitutional); *Vaughn v. Reed*, 313 F. Supp. 431 (WD. Va. 1983) (religious education program in elementary public schools unconstitutional); *Johns v. Allen*, 231 F. Supp. 852 (DC Del. 1964) (reading of Bible verses in public school unconstitutional).

² Sectarian appropriations prohibited – neither the legislature nor any county, city, town, township, school district, or other public corporation, shall ever make any appropriation, or pay from any public fund or moneys whatever, anything in aid of any church or sectarian or religious society, or for any sectarian or religious purpose, or to help support or sustain any school, academy, seminary, college, university or other literary or scientific institution, controlled by any church, sectarian or religious denomination whatsoever; nor shall any grant or donation of land, money, or other personal property ever be made by the State, or any such public corporation, to any church or for any sectarian or religious purpose.

church or to help support or sustain any sectarian school, etc. By the phraseology and diction of this provision it is our conclusion that the framers of our constitution intended to more positively enunciate the separation between church and state than did the framers of the United States Constitution. Had that not been their intention there would have been no need for this particular provision, because under Idaho Const. art. 1, § 3, the exercise and enjoyment of religious faith was guaranteed (comparable to the free exercise of religion guaranteed by First Amendment of the United States Constitution) and it further provides no person could be required to attend religious services or support any particular religion, or pay tithes against his consent (comparable to the establishment clause of the First Amendment).

Epeldi, 94 Idaho at 395-96 (emphasis added).

In fact, the courts holding in *Epeldi* stands in direct contrast to that of the U.S. Supreme court on the same issue when it held that public tax dollars could be used to bus pupils to parochial schools in New Jersey under a First Amendment analysis. *Everson v. Board of Education of Ewing Township*, 330 US 1, 675 S. Ct. 504 (1947). Further, in holding that busing parochial students violated Article IX, § 5 of the Idaho Constitution, the Idaho Supreme court also rejected the argument that doing so violated the equal protection rights of the parochial students and their parents under the Fourteenth Amendment to the US Constitution of the Free Exercise of the First Amendment of the US Constitution. *Epeldi*, 94 Idaho at 396, 488 p. 2d at 866.

The Idaho Supreme Court has emphasized the more restrictive nature of the Idaho Constitution³ as compared to the U.S. Constitution with respect to the separation of church and state in other cases as well.⁴

³ Within published accounts of the discussion of this issue, NCA has publicly stated that federalism and preemption prohibit the Idaho's Constitution's express limitation on the use of religious texts. This analysis is incorrect. Generally, federalism prohibits a state from making permissive that which the Federal Constitution prohibits, but permits the state to regulate within the area provided it does not allow at the state level those things which are prohibited at the Federal level. A preemption analysis of Idaho's Constitutional provisions would likely be found to be well within the province of state regulation.

⁴ See, *Doolittle v. Meridian Joint School District No. 2*, Ada County, 128 Idaho 805, 813, 919 p. 2d 334, 342, (1996) (The Idaho constitution has been held to provide greater restriction on the State's involvement in parochial activities than the Establishment clause of the First Amendment."); *Board of County Commissioners of Twin Falls County v. Idaho Health Facility Authority*, 96 Idaho 498, 509, 531, p. 2d 588, 599 (1975) ("The Idaho Constitution places much greater restriction upon the power of state government to aid activities undertaken by religious sects than does the First Amendment to the Constitution of the United States.")

The rejection by the *Epeldi* court of the First Amendment standards established by the U.S. Supreme Court is significant given the fact that religious activities including use of the Bible in public school instruction have been struck down as unconstitutional under the First Amendment according to the standards articulated in federal cases such those cited above.⁵ It is therefore difficult to imagine that NCA's proposed use of the Bible and other religious texts would survive the prescriptions of the First Amendment, let alone Article IX § 5 or Article IX § 6 of the Idaho Constitution.

CONCLUSION

The Idaho Supreme Court has not specifically ruled on this issue. Article IX § 6 of the Idaho Constitution specifically states that "no books... papers, tracts or documents of a political, sectarian, or denominational character shall be used or introduced in any schools established under the provisions of this article...." Assuming that the Idaho Supreme Court follows the approach set forth in *Epeldi v. Engleking, supra*, and relies on the literal meaning of the language of the Idaho Constitution, it would conclude that the Bible cannot be used in a public school classroom. However, based on federal and state case law, as well as the strict language of the Idaho Constitution, it is likely that any effort to use the Bible as a text in an Idaho public school would be found unconstitutional under the Idaho constitution.

This memorandum is provided to assist you. It is an informal and unofficial response of the Office of the Attorney General based upon the research of the author.

⁵ See, *Stone v. Graham, supra*; *Illinois ex rel. McCollum v. Board of Education, supra*; *Berger v. Rensselaer Central School Corporation, supra*; *Herdahl v. Pontotoc County School District, supra*; *Hall v. Board of School Commissioners of Conecuh County, supra*; *Mangold v. Albert Gallatin Area School District, supra*; *Doe v. Potter, supra*; *Chandler v. James, supra*; *Crockett v. Sorenson, supra*; *Vaughn v. Reed, supra*; *Johns v. Allen, supra*.



JOINT
HOUSE EDUCATION COMMITTEE
AND
SENATE EDUCATION COMMITTEE
2:30 P.M.
Room WW02-Lincoln Auditorium
Thursday, March 17, 2016

SUBJECT	DESCRIPTION	PRESENTER
Presentation	School Choice - Blaine Amendment	Rep. Nate

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow
Vice Chairman VanOrden	Rep Gestrin
Rep Shepherd	Rep Harris
Rep Wills	Rep Mendive
Rep Boyle	Rep McDonald

Rep Dixon
Rep Kerby
Rep Pence
Rep Kloc
Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
JOINT MEETING
HOUSE EDUCATION COMMITTEE
SENATE EDUCATION COMMITTEE

DATE: Thursday, March 17, 2016

TIME: 2:30 P.M.

PLACE: Room WW02-Lincoln Auditorium

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representative(s) Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

Chairman Mortimer, Vice Chairman Thayn, Senators Nonini, Patrick, Souza, Den Hartog, Anthon, Buckner-Webb, Ward-Engelking

**ABSENT/
EXCUSED:** Representative(s) Shepherd, Wills, Boyle, Clow, Gestrin, Mendive, Kerby, Pence, Rubel, Senator Thayne

GUESTS: David Martin, self; Robin Nettinga, Matt Compton, Penni Cyr, Idaho Education Association; Gwynne McElkinney, self

Chairman DeMordaunt called the meeting to order at 2:32 p.m.

HJR 1: **Rep. Nate** gave a presentation on **HJR 1**, which amends Article IX, §5, Idaho Code, also known as the Blaine Amendment, and how it relates to school choice. He said the state should let the market work for education choices, as it has for food choices and other areas. School choice programs, said Rep. Nate, allow parents to choose programs which are in line with their values. In Washington, D.C., the Washington, D.C. Opportunity Scholarship Program has produced higher graduation rates, test scores which are 21 points higher, and more satisfied parents, he added. Parents of children with special needs are more satisfied when given school choice, he said. The Heritage Fund Report of 2009 compared every study regarding school vouchers, said Rep. Nate, and the report found a positive impact on public schools, due to competition created by vouchers. Rep. Nate said the Zellman vs. Simmons-Harris Case found the school voucher program in Ohio did not violate the U.S. Establishment Clause, as long as parents have a choice of public or private school. However, several states, including Idaho, have more severe restrictions, known as the Blaine Amendment, in their state constitutions. Rep. Nate said **HJR 1** was written with the help of the Institute for Justice.

The reason **HJR 1** is important, said **Rep. Nate**, is it opens up opportunities for state scholarships, aligns Idaho's Constitution with the U.S. Supreme Court decision, and provides an opportunity for more school choice. According to the Attorney General's office, said Rep. Nate, a school voucher system would probably not survive a legal challenge under current statute. **HJR 1** specifies that aid to students is not the same as aid to institutions. The Blaine Amendment was amended before in the 1980's, he added, to allow state funds to be used at hospitals associated with a religious institution, such as St. Luke's and St. Alphonsus.

Briana LeClaire, Idaho Federation of Independent Schools, spoke in support of **HJR 1**. Although private schools serve only 4% of students, 47% of parents said they would prefer to send their children to private schools, if money was not an issue, said Ms. LeClaire (See Attachment 2). The amount public schools spend per student is greater than what private school annual tuitions are, she added (See Attachment 1). **HJR 1** is the first step to match students with a school which will work best for them, said Ms. LeClaire.

Ms. LeClaire said **President Grant** called for a constitutional amendment prohibiting the use of public money for sectarian religion. The amendment, called the Blaine Amendment, did not pass the United States Congress, but 37 states adopted it for their own constitutions, including Idaho, said Ms. LeClaire. The Idaho Constitution is silent on whether state money can go to parents, who may then use the money at a private school, she added. Until the Blaine Amendment is amended, access to choices will continue to be impeded, said Ms. LeClaire.

Jean Lockhart, Boise Rescue Mission, spoke in support of **HJR 1**. She said 50 to 200 children participate in the education program at the shelters. All come to the shelters testing below grade level. The shelters help them get to grade level and start thinking of attending college or trade school. Most are the first in their families to go to post-secondary education, she said, and some are the first in their families to graduate from high school. Most go to public schools, said Ms. Lockhart, but some need a different environment, such as online schools or private schools, and the number who can participate is limited by the number of sponsorships and staff. **HJR 1** helps underprivileged kids get into programs which will help them, she added.

In response to questions from the committees, **Rep. Nate** said amending the Blaine Amendment does not have a fiscal impact. Funding for programs, such as education savings accounts or voucher programs could then be considered. **HJR 1** does not require an increase in funding, he added. The funding for those programs would come from public school funding, but public schools will also not have the costs of educating children participating in those programs, said Rep. Nate.

In response to questions from the committees, **Ms. LeClaire** said the per-pupil costs indicated on Attachment 1 were from all sources of funding, such as state funding, federal funding, and school levies, not just state funding.

In response to questions from the committees, **Rep. Nate** said Article IX, § 5, Idaho Code, also known as the Blaine Amendment, was amended in the 1980's to allow Idahoans to have access to medical care provided by institutions affiliated with a religion, such as St. Luke's and St. Alphonsus. The amendment language says state money can be used to finance or re-finance health facilities owned by a church or religious society, said Rep. Nate, which may not be a direct parallel to a voucher program.

Senator Den Hartog said **HJR 1** would have implications for regulations and testing requirements for private institutions. The state might need to be sure accountability is met, but accountability is embedded in school choice, and those institutions will lose students.

Senator Ward-Engelking said the difference between hospitals and schools is the religiously-affiliated schools are teaching a particular religion, and hospitals do not do that. This is a big difference, she added, and probably why the language used for hospitals does not work for the public education system.

ADJOURN:

There being no further business to come before the committees, the meeting was adjourned at 3:27 p.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary



Idaho's Private Schools: Fast Facts

- 124 private schools serve 11,262 - four percent - of Idaho k-12 students.¹
- 47 percent of Idahoans say a private school would be their first schooling choice if money were not an issue.²
- Ada and Kootenai Counties collectively have 38 percent of Idaho's private schools.³ Private schools also are located in Bannock, Benewah, Blaine, Bonneville, Bonner, Boundary, Canyon, Elmore, Idaho, Latah, Minidoka, Nez Perce, Teton, Twin Falls and Valley Counties.⁴
- Private school median annual tuitions⁵
 - Elementary schools: \$3,550
 - Middle schools: \$3,600
 - High schools: \$5,081
- 69 percent of private schools are religious and 31 percent are not.⁶
 - Most religious private schools are Protestant Christian of no specific denomination (41 percent). The next largest group is Catholic (22 percent) followed by Seventh-day Adventist (15 percent) Lutheran - Missouri Synod (9 percent) and Assembly of God (4 percent).⁷
- At least 5,000 seats are available in Idaho's private schools, right now, without a single levy or bond.⁸
- 94 percent of private schools give tuition assistance.⁹

¹ "Characteristics of Private Schools in the United States: Results from the 2011-12 Private School Universe Survey." <http://goo.gl/CXtVby>

² "Idaho Ready for Change: What Idahoans Really Think About Education in Idaho" <http://goo.gl/9Ga7VW>

³ "A Survey of Idaho's Private Schools" <http://goo.gl/hXqeNz>

⁴ Idaho Federation of Independent Schools website, <http://www.idfis.org/members/>

⁵ "A Survey of Idaho's Private Schools" p. 3.

⁶ Ibid. p. 6.

⁷ Ibid. p. 6.

⁸ Ibid. p. 2.

⁹ Ibid. p. 3.

AMENDED AGENDA #3
HOUSE EDUCATION COMMITTEE
8:30 A.M.
Room EW41
Friday, March 18, 2016

SUBJECT	DESCRIPTION	PRESENTER
<u>RS24731</u>	Rural Education Centers	Superintendent Sherri Ybarra, SDE
<u>RS24769</u>	Career Counselor Funding Distribution	Rep. VanOrden
<u>RS24762</u>	Leadership Premiums	Rep. VanOrden
	Overview of Library Services in the State	Ann Joslin, State Librarian

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Friday, March 18, 2016

TIME: 8:30 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Jeff Church, Tim Hill, State Department of Education; Robin Nettinga, Idaho Education Association; Harold Ott, Idaho Rural Schools Administrators; Amy Lorenzo, Div. Professional-Technical Education; Rob Winslow, Idaho Association of School Administrators; Jess Harrison, Idaho School Boards Association; Marilyn Whitney, Governor's Office; Ann Joslin, Teresa Lipus, Idaho Commission for Libraries

Chairman DeMordaunt called the meeting to order at 8:32 a.m.

RS 24731: **Superintendent Sherri Ybarra**, State Department of Education, spoke to **RS 24731**. Superintendent Ybarra said the legislation lays the groundwork and shows support for rural schools, by establishing one rural education center. All the stakeholders have expressed support for rural education centers, she said. Rural education centers create flexibility for rural school districts to conserve resources, to access additional resources, and to share job opportunities, she added. Some school districts have had to cut school days, classes, or services, or run supplemental levies, said Superintendent Ybarra. This is especially true of support services, such as custodians, counselors, and food service workers. Providing services to special education students can not be reduced, because it is a federal requirement, she added. The rural education centers can also help with the teacher shortage, said Superintendent Ybarra. Teacher shortages occur especially in areas such as special education, chemistry, and speech and language pathologists. A rural school may not be able to afford a full-time position by itself, so the rural education center can hire a full-time position and charge the school districts for only the services they need, she said. Other areas where rural education centers can be used to combine and share resources are STEM Education classes, career advisors, and reading specialists, said Superintendent Ybarra.

Superintendent Ybarra said rural education centers are not another layer of government, and money is not required for a brick and mortar building. The rural education centers bring services to students in their communities, and ties into the state's goals, especially the goal of providing more autonomy to school districts by removing constraints, she said. School districts pay only for the services they need, said Superintendent Ybarra. A rural education center would provide a menu of services for rural school districts, and the districts pay only for the items they need, said Superintendent Ybarra. Each service center will look different, based on the needs of that area, she added. Almost forty-five states have rural education centers, she said, and it is the fiscally-responsible business mode. Superintendent Ybarra encouraged the committee to send **RS 24731** to print.

MOTION: **Rep. Clow** made a motion to introduce **RS 24731**.

**SUBSTITUTE
MOTION:**

In response to questions from the committee, **Superintendent Ybarra** said the \$300,000 stated in the fiscal impact was the yearly estimate. The Fiscal Note is zero, said Superintendent Ybarra, because the money will come from the State Department of Education budget. She said she did not want to do more without speaking to JFAC.

Rep. Boyle spoke in support of **RS 24731** and said it would help rural schools tremendously.

In response to questions from the committee, **Superintendent Ybarra** said districts may choose which services they want to purchase from the rural education center.

Rep. Dixon spoke in support of **RS 24731**, and said the superintendent in his legislative district is excited about the possibility of a rural education center.

Rep. Dixon made a substitute motion to introduce **RS 24731** and recommend it be sent directly to the Second Reading Calendar.

Superintendent Ybarra said the Department is ready to move forward with rural education centers, and it wanted to show the groundwork has been laid. She said she understands it is late in the session.

Rep. Clow said he thought the Department would need less money for the rural education centers after the first one is established, as the centers would be selling services to school districts.

In response to questions from the committee, **Superintendent Ybarra** said the funding would be ongoing, and the Department will continue to analyze the funding requested and be fiscally responsible.

Rep. Harris said he agreed the rural education centers should become a self-funding model, and he thought **RS 24731** should have a bill hearing.

Superintendent Ybarra said the Department was asking for the minimum amount of money to start a rural education center, and more money would not be requested if more is not necessary. She said the Department will be transparent about how the money is spent.

In response to questions from the committee, **Superintendent Ybarra** said the rural education centers would have a partnership with the State Department of Education. It is difficult for the Department to have much interaction with rural districts, and this would provide a local level of support. Administrators and staff in rural districts are doing many jobs, she added, and they do not have time to look for ways to find and share resources.

Vice Chair VanOrden said she would like to see the first rural education center offer services to districts in all areas. She said rural education centers are a great idea, but she wants to see all school districts benefit.

Superintendent Ybarra said the rural education services can be shared with all the regions. Region 1 was chosen as the first region to be served by a rural education center, because the people in that region are the most interested in having one, and because it was the fiscally-responsible choice. One reason North Idaho was chosen is because **Mr. McBride** offered to help establish the rural education center without compensation.

Rep. Kloc spoke in support of the substitute motion. If more than \$300,000 of services are requested, he said, and the rural education center is able to provide them, it will require less state funding in the future.

In response to questions from the committee, **Superintendent Ybarra** said the \$300,000 will be seed money to get one rural education center started. It does not pay for the services the center will offer. As the districts pay for services, and as business partners are added, the center will grow. The Department knows this is the cost for this year, and she does not want to speculate about future funding, she added.

Rep. Kerby said the superintendents he spoke to support the program. The amount requested is a lot less than the amount spent in other states, he added, and the centers will bring people together.

Superintendent Ybarra said the \$300,000 is the amount required to start a center. The rest of the money will be from districts paying for services they use. Forty-five states have rural resource centers, she added.

Rep. Boyle said she sees the rural education centers as a way to fulfill Idaho's promise of equal education for all students, and the fiscal note can be changed, if necessary, to show the \$300,000 reflects the Superintendent of Public Instruction's FY17 public schools budget request.

**VOTE ON
SUBSTITUTE
MOTION:**

Motion carried by voice vote. RS 24731 will be sent to the floor with a recommendation it be sent to the Second Reading Calendar. **Rep. Boyle** will sponsor the bill on the floor.

The committee decided the fiscal note would be revised to indicate the \$300,000 reflects the Superintendent of Public Instructions' FY17 public schools budget request.

RS 24769:

Rep. VanOrden spoke to **RS 24769**. Rep. VanOrden said the funding for the bill was provided in the last session, and money was put into the career ladder funding for career counselors. **RS 24769** adds career counselors to the career ladder, she said, with \$10,000 and \$20,000 limits. A huge discrepancy exists between districts and the amount of funding they receive, she said, because the distribution is based on enrollment, not support units (see Attachment #1 and Attachment #2). The minimum amount in the legislation is \$5,000, she added.

Chairman DeMordaunt said the legislation is necessary, because the funding formula in Idaho Statute is designed around the district receiving a certain amount of money. JFAC has approved more money, and the current formula in statute does not conform to the funding available, he added.

MOTION:

Rep. Kloc made a motion to introduce **RS 24769** and recommend it be sent directly to the Second Reading Calendar.

The committee decided the fiscal note would be revised to note the fiscal impact of \$5 million, as determined by JFAC.

**VOTE ON
MOTION:**

Motion carried by voice vote. Rep. VanOrden will sponsor the bill on the floor.

RS 24762:

Rep. VanOrden spoke to **RS 24762**. She said the legislation raises the minimum amount for a leadership premium from \$850 to \$900. Idaho Code, §33-100J, sections (a) through (h) list activities which are reasons for awarding a leadership premium, said Rep. VanOrden, including section (h) which covers other leadership duties designated by the board of trustees, excluding duties related to student activities or athletics.

In response to questions from the committee, **Rep. VanOrden** said the minimum amount applies, whether the employee works full time or part time. The appropriation amount is not being changed, she added, only the minimum amount awarded for leadership premiums. The intent of the legislation, said Rep. VanOrden, is to discourage schools from giving premiums to all their employees.

Rep. Kerby said he had been told the leadership premiums helps the school climate, as employees are being paid for what they previously did for free.

MOTION:

Rep. Kerby made a motion to introduce **RS 24762**. **Motion carried by voice vote.**

Ann Joslin, Idaho Commission for Libraries, gave a presentation on the mission of the Idaho Commission for Libraries, how it would accomplish the mission, and examples of programs across the state. She said libraries connect people to each other, and are a statewide delivery system for services. Libraries are important for the state's 60% post-secondary education rate, she added, as they help strengthen the talent pipeline and support rural sustainability. She gave examples of programs which assist with the state's goals, such as the Make-It Program, the Microsoft Imagine Academy, and career guidance resources. Libraries also establish partnerships with community organizations and businesses, said Ms. Joslin, which benefit the public. A poll of rural community values found libraries rank just after fire protection in importance, she added (4.01 to 3.99).

Ms. Joslin commended the committee for supporting **H 451** and **H 526**, which recognize the importance of library resources and staff in helping students read at grade level by third grade, through inclusion in improvement plans, and by providing literacy training for library paraprofessionals.

Broadband in public libraries is a critical resource, said **Ms. Joslin**, and public libraries need more broadband. Ms. Joslin said public libraries are significant consumers of broadband for internet connectivity, and should be included in statewide planning.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 9:53 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

Counseling Support
(Pro-rata per grades 8-12 Enrollment or \$5,000/\$10,000 minimum)

3/18/16
Attachment #2

School District / Charter School	Enrollment						Distribution	Amount per Enrollment
	8	9	10	11	12	Total		
768 Meridian Charter High School	0	71	47	37	43	198	10,000	50.51
312 Shoshone Joint	39	52	37	44	29	201	10,000	49.75
493 North Star Charter School	81	36	36	24	25	202	10,000	49.50
790 ARTEC Charter School	0	1	49	76	76	202	10,000	49.50
751 SEI Tec	0	0	60	68	75	203	10,000	49.26
462 Xavier Charter School	64	49	41	30	22	206	10,000	48.54
262 Valley	38	53	42	41	36	210	10,000	47.62
463 Vision Charter School	61	46	39	27	37	210	10,000	47.62
487 Forest M. Bird Charter School	56	60	42	42	34	234	10,000	42.74
470 Kootenai Bridge Academy Charter School	0	2	16	72	153	243	10,444	42.98
058 Aberdeen	53	52	52	44	49	250	10,744	42.98
253 West Jefferson	57	58	50	49	56	270	11,604	42.98
476 Another Choice Virtual Charter School	42	69	69	52	50	282	12,120	42.98
059 Firth	62	57	51	62	52	284	12,206	42.98
795 Idaho Arts Charter School	62	59	57	51	60	289	12,421	42.98
291 Salmon	48	72	62	52	56	290	12,464	42.98
453 Richard McKenna Charter High School	0	23	58	83	129	293	12,592	42.98
475 Sage International School of Boise	85	84	79	34	14	296	12,721	42.98
150 Soda Springs Joint	58	70	72	57	51	308	13,237	42.98
351 Oneida County	79	76	45	59	53	312	13,409	42.98
363 Marsing Joint	76	93	61	37	46	313	13,452	42.98
252 Ririe Joint	60	71	63	66	54	314	13,495	42.98
136 Melba Joint	59	77	73	62	64	335	14,398	42.98
041 St. Maries Joint	71	83	66	69	63	352	15,128	42.98
372 New Plymouth	75	82	74	85	54	370	15,902	42.98
421 McCall-Donnelly Joint	88	82	65	80	62	377	16,203	42.98
232 Wendell	81	85	84	74	70	394	16,933	42.98
137 Parma	86	74	85	87	73	405	17,406	42.98
033 Bear Lake County	88	76	88	79	83	414	17,793	42.98
391 Kellogg	82	81	87	89	80	419	18,008	42.98
491 Coeur d' Alene Charter Academy	124	84	78	78	61	425	18,266	42.98
231 Gooding Joint	93	92	89	100	74	448	19,254	42.98
466 iSucceed Virtual Charter School	0	59	79	111	200	449	19,297	42.98
083 West Bonner County	86	108	87	97	72	450	19,340	42.98
412 Buhl Joint	99	103	96	89	72	459	19,727	42.98
370 Homedale Joint	99	101	93	70	98	461	19,813	42.98
021 Marsh Valley Joint	109	100	91	90	77	467	20,071	42.98
171 Orofino Joint	76	86	94	117	106	479	20,586	42.98
244 Mountain View	106	118	90	89	85	488	20,973	42.98
457 Inspire Charter School	104	151	98	90	98	541	23,251	42.98
381 American Falls Joint	116	110	106	108	86	526	22,606	42.98
215 Fremont County Joint	160	183	146	148	143	780	33,523	42.98
101 Boundary County	102	110	134	109	100	555	23,853	42.98
371 Payette Joint	117	115	129	102	110	573	24,626	42.98
413 Filer	133	129	120	102	103	587	25,228	42.98
431 Weiser	135	110	122	128	101	596	25,615	42.98
414 Kimberly	154	130	133	109	104	630	27,076	42.98
401 Teton County	140	123	131	135	117	646	27,764	42.98
373 Fruitland	134	142	121	108	114	619	26,603	42.98
052 Snake River	123	138	136	159	120	676	29,053	42.98
322 Sugar-Salem Joint	150	122	141	126	136	675	29,010	42.98
060 Shelley Joint	188	171	173	146	162	840	36,101	42.98
221 Emmett Independent	183	136	161	165	149	794	34,124	42.98
201 Preston Joint	200	198	175	162	170	905	38,895	42.98
281 Moscow	170	228	200	200	168	966	41,516	42.98
061 Blaine County	283	268	241	257	205	1,254	53,894	42.98
452 Idaho Virtual Academy	214	197	272	235	256	1,174	50,456	42.98
261 Jerome Joint	288	285	259	220	218	1,270	54,582	42.98
193 Mountain Home	282	302	260	234	207	1,285	55,226	42.98
084 Lake Pend Oreille	284	303	296	280	290	1,453	62,447	42.98
331 Minidoka County Joint	267	315	291	278	264	1,415	60,813	42.98
055 Blackfoot	296	317	319	308	282	1,522	65,412	42.98
134 Middleton	299	357	304	293	290	1,543	66,315	42.98
151 Cassia County Joint	409	405	427	341	337	1,919	82,474	42.98
272 Lakeland	388	394	339	373	290	1,784	76,672	42.98
340 Lewiston Independent	380	377	397	400	334	1,888	81,142	42.98
251 Jefferson County Joint	376	390	435	332	307	1,840	79,079	42.98
321 Madison	418	411	382	432	327	1,970	84,666	42.98
003 Kuna Joint	417	406	422	386	344	1,975	84,881	42.98
273 Post Falls	395	463	429	353	381	2,021	86,858	42.98
132 Caldwell	479	539	388	406	344	2,156	92,660	42.98
139 Vallivue	639	591	568	484	477	2,759	118,575	42.98
411 Twin Falls	668	678	667	610	595	3,218	138,302	42.98
091 Idaho Falls	814	819	764	786	692	3,875	166,538	42.98
271 Coeur d' Alene	761	865	839	805	714	3,984	171,223	42.98
093 Bonneville Joint	905	905	805	825	764	4,204	180,678	42.98
025 Pocatello	893	1,051	977	921	927	4,769	204,960	42.98
131 Nampa	1,102	1,150	1,100	1,099	1,067	5,518	237,151	42.98
001 Boise Independent	1,924	2,145	2,019	1,982	1,926	9,996	429,605	42.98
002 Meridian Joint	2,898	3,027	2,862	2,715	2,504	14,006	601,940	42.98
TOTAL	22,581	23,321	22,204	21,311	20,176	109,593	\$5,000,000	\$45.62

Counseling Support
(Pro-rata per grades 8-12 Enrollment or \$5,000/\$10,000 minimum)

School District / Charter School	Enrollment						Distribution	Amount per Enrollment
	8	9	10	11	12	Total		
191 Prairie Elementary	0	0	0	0	0	0	\$0	\$0
364 Pleasant Valley Elementary	0	0	0	0	0	0	0	0
383 Arbon Elementary	0	0	0	0	0	0	0	0
394 Avery	0	0	0	0	0	0	0	0
416 Three Creek Joint Elementary	0	0	0	0	0	0	0	0
474 Monticello Montessori School	0	0	0	0	0	0	0	0
483 Chief Tahgee Elementary Academy	0	0	0	0	0	0	0	0
488 Syringa Mountain School	0	0	0	0	0	0	0	0
092 Swan Valley Elementary	2	0	0	0	0	2	5,000	2,500.00
813 Moscow Charter School	8	0	0	0	0	8	5,000	625.00
477 Blackfoot Charter Community Learning Center	11	0	0	0	0	11	5,000	454.55
472 Palouse Prairie Charter School	13	0	0	0	0	13	5,000	384.62
479 Heritage Academy	18	0	0	0	0	18	5,000	277.78
292 South Lemhi	3	4	6	3	4	20	5,000	250.00
454 Rolling Hills Charter School	20	0	0	0	0	20	5,000	250.00
473 The Village Charter School	23	0	0	0	0	23	5,000	217.39
486 Upper Carmen Charter School	10	11	2	0	0	23	5,000	217.39
464 Whitepine Charter School	30	0	0	0	0	30	5,000	166.67
342 Culesac Joint	9	8	3	7	4	31	5,000	161.29
456 Falcon Ridge Charter School	31	0	0	0	0	31	5,000	161.29
478 Legacy Charter School	31	0	0	0	0	31	5,000	161.29
460 Academy at the Roosevelt Center	34	0	0	0	0	34	5,000	147.06
494 Pocatello Community Charter School	36	0	0	0	0	36	5,000	138.89
234 Bliss Joint	7	10	6	11	8	42	5,000	119.05
392 Mullan	12	9	5	9	8	43	5,000	116.28
482 American Heritage Charter School	21	12	11	0	0	44	5,000	113.64
121 Camas County	11	14	6	6	8	45	5,000	111.11
243 Salmon River Joint	9	10	7	9	10	45	5,000	111.11
432 Cambridge Joint	9	9	9	10	8	45	5,000	111.11
011 Meadows Valley	9	11	8	9	11	48	5,000	104.17
481 Heritage Community Charter	48	0	0	0	0	48	5,000	104.17
492 ANSER of Idaho, Inc.	50	0	0	0	0	50	5,000	100.00
182 Mackay Joint	14	14	9	9	7	53	5,300	100.00
302 Nezperce Joint	11	9	12	7	14	53	5,300	100.00
480 North Idaho STEM Charter School	28	16	14	0	0	58	5,800	100.00
489 Idaho College & Career Readiness	0	13	15	18	13	59	5,900	100.00
433 Midvale	11	10	16	8	15	60	6,000	100.00
161 Clark County Joint	7	14	16	9	17	63	6,300	100.00
305 Highland Joint	18	14	11	8	13	64	6,400	100.00
274 Kootenai Joint	9	12	20	14	15	70	7,000	100.00
382 Rockland	15	15	12	15	13	70	7,000	100.00
465 North Valley Academy	20	16	13	15	9	73	7,300	100.00
468 Idaho Science & Technology Charter School	75	0	0	0	0	75	7,500	100.00
485 Bingham Academy Charter	0	24	35	19	0	78	7,800	100.00
316 Richfield	12	15	16	21	15	79	7,900	100.00
013 Council	21	14	15	15	15	80	8,000	100.00
314 Dietrich	20	20	17	13	10	80	8,000	100.00
149 North Gem	18	12	16	19	17	82	8,200	100.00
418 Murtaugh Joint	23	19	17	14	10	83	8,300	100.00
288 Whitepine	18	20	21	10	19	88	8,800	100.00
283 Kendrick Joint	24	16	12	22	15	89	8,900	100.00
073 Horseshoe Bend	17	17	11	25	21	91	9,100	100.00
071 Garden Valley	22	18	16	20	22	98	9,800	100.00
365 Bruneau-Grand View Joint	32	18	21	19	14	104	10,000	96.15
417 Castleford Joint	23	26	18	19	27	113	10,000	88.50
287 Troy	20	20	29	22	26	117	10,000	85.47
233 Hagerman Joint	23	22	30	25	21	121	10,000	82.64
422 Cascade	24	18	26	30	23	121	10,000	82.64
044 Plummer / Worley Joint	30	30	29	17	17	123	10,000	81.30
133 Wilder	20	29	30	26	20	125	10,000	80.00
415 Hansen	23	31	27	23	21	125	10,000	80.00
282 Genesee Joint	31	23	28	27	17	126	10,000	79.37
555 COSSA Academy	8	17	33	27	41	126	10,000	79.37
111 Butte County	26	24	25	30	23	128	10,000	78.13
072 Basin	24	29	30	26	33	142	10,000	70.42
304 Kamiah Joint	34	33	22	31	31	151	10,000	66.23
559 Thomas Jefferson Charter School	32	34	32	30	26	154	10,000	64.94
192 Glenns Ferry Joint	33	27	33	23	39	155	10,000	64.52
461 Taylor's Crossing Charter School	35	30	33	27	32	157	10,000	63.69
242 Cottonwood Joint	23	39	27	37	34	160	10,000	62.50
181 Challis Joint	29	35	35	23	42	164	10,000	60.98
135 Notus	34	37	37	31	26	165	10,000	60.61
451 Victory Charter School	29	38	31	27	41	166	10,000	60.24
341 Lapwai	33	38	25	43	31	170	10,000	58.82
458 Liberty Charter School	33	38	33	38	33	175	10,000	57.14
490 Idaho Distance Education Academy	46	35	38	37	24	180	10,000	55.56
285 Potlatch	56	26	26	31	43	182	10,000	54.95
148 Grace Joint	42	28	35	43	36	184	10,000	54.35
393 Wallace	33	42	38	36	41	190	10,000	52.63
785 Meridian Medical Arts Charter School	0	67	52	40	33	192	10,000	52.08
202 West Side Joint	48	45	33	33	36	195	10,000	51.28
455 Compass Charter School	60	54	32	29	20	195	10,000	51.28
794 Payette River Technical Academy	0	52	57	45	41	195	10,000	51.28
469 Idaho Connects Online School	28	29	47	46	46	196	10,000	51.02

		<i>Source: Idaho Dept. of Education</i>	
Leg. dist(s)	County	School district	2015 per-pupil spending
	1 Bonner	West Bonner County 083	\$10,356
		Lake Pend Oreille 084	\$9,481
	1 Boundary	Boundary County 101	\$8,969
3 and 4	Kootenai	Coeur d'Alene 271	\$7,500
		Lakeland 272	\$7,818
		Post Falls 273	\$6,883
		Kootenai Joint 274	\$16,654
	7 Boundary	Boundary County 101	\$8,969
	7 Clearwater	Orofino Joint 171	\$12,057
	7 Idaho	Cottonwood Joint 242	\$12,222
		Salmon River Joint 243	\$20,187
		Mountain View 244	\$11,800
	7 Shoshone	Kellogg Joint 391	\$11,428
		Mullan 392	\$20,818
		Wallace 393	\$11,769
		Avery 394	\$35,197
	8 Boise	Garden Valley 071	\$15,104
		Basin 072	\$9,045
		Horseshoe Bend 073	\$9,536
	8 Custer	Challis Joint 181	\$9,497
		Mackay Joint 182	\$11,444
	8 Gem	Emmett Independent 221	\$8,314
	8 Lemhi	Salmon 291	\$8,462
		South Lemhi 292	\$17,042
	8 Valley	McCall-Donnelly Joint 421	\$14,552
		Cascade 422	\$13,161
	9 Adams	Meadows Valley 011	\$12,606
		Council 013	\$10,160
	9 Canyon	Nampa 131	\$7,039
		Caldwell 132	\$7,217
		Wilder 133	\$9,476
		Middleton 134	\$6,909
		Notus 135	\$8,596
		Melba Joint 136	\$6,536
		Parma 137	\$7,919
		Vallivue 139	\$7,365
	9 Payette	Payette Joint 371	\$7,225
		New Plymouth 372	\$7,417
		Fruitland 373	\$6,598
	9 Washington	Weiser 431	\$7,188

		Cambridge 432	\$16,002
		Midvale 433	\$12,945
14 to 22	Ada	Boise Independent 001	\$9,190
		Meridian Joint 002	\$6,498
		Kuna Joint 003	\$7,002
	23 Elmore	Prairie Elementary 191	\$22,310
		Glenns Ferry Joint 192	\$9,122
		Mountain Home 193	\$7,270
	23 Owyhee	Marsing Joint 363	\$7,902
		Pleasant Valley Elementary 364	\$40,242
		Bruneau-Grand View Joint 365	\$13,992
		Homedale Joint 370	\$6,739
23 to 25	Twin Falls	Twin Falls 411	\$7,846
		Buhl Joint 412	\$7,488
		Filer 413	\$7,299
		Kimberly 414	\$6,641
		Hansen 415	\$10,421
		Three Creek Joint Elementary 416	\$14,024
		Castleford Joint 417	\$8,624
		Murtaugh Joint 418	\$10,066
	25 Jerome	Jerome Joint 261	\$6,682
		Valley 262	\$8,593
	26 Blaine	Blaine County 061	\$18,834
	26 Camas	Camas County 121	\$14,684
	26 Gooding	Gooding Joint 231	\$7,433
		Wendell 232	\$6,922
		Hagerman Joint 233	\$9,266
		Bliss Joint 234	\$13,845
	26 Lincoln	Shoshone Joint 312	\$8,459
		Dietrich 314	\$10,103
		Richfield 316	\$9,557
	27 Cassia	Cassia County Joint 151	\$6,716
	27 Minidoka	Minidoka Joint 331	\$7,074
	30 Bonneville	Idaho Falls 091	\$6,466
		Swan Valley Elementary 092	\$21,782
		Bonneville Joint 093	\$6,556
	31 Bingham	Snake River 052	\$7,300
		Blackfoot 055	\$7,487
		Aberdeen 058	\$8,121
		Firth 059	\$6,930
		Shelley Joint 060	\$6,277

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Monday, March 21, 2016

SUBJECT	DESCRIPTION	PRESENTER
RS24785	Career Ladder Allocation	Rep. VanOrden

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Monday, March 21, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representative(s) Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Representative(s) Shepherd, Clow, Kloc

GUESTS: Helen Price, Rob Winslow, Idaho Association of School Administrators; Jodie Mills, Caldwell School District; Jeff Church, State Department of Education; Amy Lorenzo, Steve Rayborn, Career-Technical Education; Marilyn Whitney, Governor's Office

Chairman DeMordaunt called the meeting to order at 9:01 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes of March 8, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Rubel** made a motion to approve the minutes of March 9, 2016. **Motion carried by voice vote.**

RS 24785: **Rep. VanOrden** spoke to **RS 24785**, regarding career ladder allocation for career-technical instructors. Currently, 486 school staff have a career-technical or occupational specialist certificate, said Rep. VanOrden. Career-technical programs and classes have had to be closed, because of the lack of teacher availability, she said, and some high schools have had to reduce the number of student seats available in those programs. Students in those programs have a high rate of participation in post-secondary education, said Rep. VanOrden. Last year, 162 career-technical staff were certified at the secondary level, and 182 were certified at the post-secondary level, she added.

MOTION: **Rep. Wills** made a motion to introduce **RS 24785** and recommend it be sent directly to the Second Reading Calendar.

In response to questions from the committee, **Rep. VanOrden** said schools could give the allocation to other personnel, but they are not likely to do so, because they already have a difficult time hiring instructors for these programs. **RS 24785** puts career-technical educators on the career ladder, and recognizes their professional certificates. The \$3,000 is added to the salary funding, like a leadership premium, she added. The Idaho Education Association participated in the early discussions on this topic, said Rep. VanOrden.

Rep. Kerby said industry people were placed on the salary grid with a few year's of experience, before the career ladder was implemented. **RS 24785** would give districts the flexibility to give career-technical program teachers more money, and keep career-technical programs going, he added.

In response to questions from the committee, **Karen Echeverria**, Idaho School Boards Association, said the ISBA did not have an official position, as it had not seen the legislation. She does hear a lot about the difficulty school districts have in hiring career-technical teachers, she added.

In response to questions from the committee, **Matt Compton**, Idaho Education Association, said he has not seen the language of **RS 24785**, so he does not have an official position. He said he does have concerns about putting non-certified teachers in classrooms, and this legislation provides additional incentives for people without educational backgrounds to come in to the classroom.

Rob Winslow, Idaho Association of School Administrators, said it is difficult to bring people from career-technical fields to teach career-technical classes, and he would probably be supportive of the legislation.

**SUBSTITUTE
MOTION:**

Rep. Rubel made a substitute motion to introduce **RS 24785**. **Motion carried by voice vote.**

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 9:19 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

AMENDED AGENDA #1
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Tuesday, March 22, 2016

SUBJECT	DESCRIPTION	PRESENTER
H 627	Leadership Premiums	Rep. VanOrden
H 630	Career Ladder Allocation	Rep. VanOrden

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Tuesday, March 22, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Marilyn Whitney, Governor's Office; Phil Homer, Helen Price, Idaho Association of School Administrators; Robin Nettinga, Matt Compton, Idaho Education Association; Jodie Mills, Caldwell School District; Tim Hill, Jeff Church, State Department of Education; Dwight Johnson, Amy Lorenzo, Steve Rayborn, Idaho Career-Technical Education; Jess Harrison, Idaho School Boards Association

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes of March 10, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Mendive** made a motion to approve the minutes of March 11, 2016. **Motion carried by voice vote.**

H 627: **Rep. VanOrden** spoke to **H 627**. She explained that the bill concerning leadership premiums passed in a previous legislative session was intended to be a supplement for teachers, given as a bonus for special duties requested by the district outside of a teacher's contract hours, and for teachers in positions which are difficult to fill. A State Department of Education Report found some districts are giving leadership premiums to every teacher, said Rep. VanOrden. Although leadership premiums of \$1200 was discussed in previous legislative sessions, it was reduced to \$850, so districts could give premiums to more teachers, but the intent was not for districts to give them to all their teachers, she said.

H 627 raises the minimum amount for leadership premiums to \$900, said **Rep. VanOrden**, and requires the school districts to provide a description of the other leadership duties designated by the board of trustees, as provided in subsection (1) (h), as well as the number of the premiums awarded per leadership activity as identified in subsection (1) (a) through (h).

In response to questions from the committee, **Rep. VanOrden** said the \$900 is the minimum a district can award a teacher, regardless of part-time or full-time status. **H 627** raises the minimum amount for leadership premiums, and legislation was passed last year regarding the career ladder, in order to prevent districts from giving premiums to as many teachers as possible, said Rep. VanOrden. Many districts followed the intent of the law, she added, but some did not. Some districts did not understand the intent of the law, she said. By raising the amount to \$900, there will not be enough money allocated to give every teacher a leadership premium.

Robin Nettinga, Idaho Education Association, spoke in opposition to **H 627**. She said agreement was reached on career ladder legislation, after enough money was appropriated for every teacher to be eligible for a leadership premium. The amount of \$900 makes it impossible for every teacher to receive a leadership premium, she said. In addition, said Ms. Nettinga, positions which are difficult to fill are addressed in several parts of Idaho Code, and career-technical educators do not need to be specifically named. The positions with shortages may not be the same in the future, and this part of Idaho Code should be kept general.

Ms. Nettinga said there are many other teaching areas with shortages, not just career-technical positions (See Attachments 1 and 2). By singling out one teaching area in Idaho Code, unnecessary frustration and resentment may be created, and the Idaho Education Association believes the Department of Education Report is not an accurate portrayal, she said. Ms. Nettinga suggested the committee send **H 627** to General Orders to delete lines referencing career-technical education positions.

In response to questions from the committee, **Ms. Nettinga** said several duties qualify teachers for a leadership premium, such as being a mentor, being a department head, and writing curriculum. The Department of Education Report did not say why teachers earned leadership premiums, she added. Teachers were assured each had the opportunity to earn a leadership premium, said Ms. Nettinga, and by raising the premium to \$900, some teachers will not be eligible for a leadership premium, no matter what they do, because there is not enough money. Even in districts where every teacher received a leadership premium, said Ms. Nettinga, the districts may have supplemented them with their own money.

Jodie Mills, Caldwell School District, spoke to **H 627**. She said the Caldwell School District is distributing leadership premiums the way the legislature intended them to be distributed. For the last two years, she said, a committee was formed of 12 individuals, from elementary and secondary schools, board members, and district officers. The committee created a flow chart of leadership premiums which reflect an amount of \$21 dollars an hour for stipend work. The work must be done outside of teachers' contracted hours. The committee evaluated leadership premiums to insure they align with district goals and priorities, said Ms. Mills. The Caldwell School District tends to lose teachers to surrounding school districts, said Ms. Mills, so mentor duties were identified as a priority, as well as curriculum development and assessment. The district has the most shortages in history, science, special education, and IT, she said, and the leadership of each building is given latitude to award leadership premiums. In the Caldwell School District, said Ms. Mills, teachers were paid leadership premiums at a minimum of \$850 for work done outside of their contracts. The district awarded 303 premiums, she said.

In response to questions from the committee, **Ms. Mills** said the effect of leadership premiums funding in the Caldwell School District has been to increase the number of employees accepting leadership premiums, a positive impact on classrooms, and a new teacher mentor program which is bringing in and retaining more teachers. Because the average premium in the Caldwell District is \$950, raising the amount in Idaho Code will not impact the Caldwell District much, she said.

MOTION:

Rep. Clow made a motion to send **H 627** to the floor with a **DO PASS** recommendation.

Rep. Clow commented the intent of the leadership premium legislation was to give school districts funds to offer premiums to teachers for future responsibilities, not to be a reward for past activities. He said he supports moving the minimum to \$900, because the premiums are not meant to be given to all teachers, and because he wants to make sure the money is used to focus on areas of future need.

Rep. VanOrden said the legislature is always asking for accountability. The reason for listing career-technical position was not to identify those positions as more important, but because superintendents were unclear about whether leadership premiums could be used for teaching positions other than core classes.

Rep. Harris said he thought the reference to career-technical education programs in §33-1004J (e) should be deleted, but he supported the motion.

Rep. Rubel said she thought the language clarifying the minimum is regardless of an employee's part-time or full-time status was a good addition, and she agrees the goal is for leadership premiums to not be given to all teachers, but the legislature should be open to the possibility all teachers could deserve a leadership premium.

Rep. McDonald spoke in support of **H 627**. He said the state police has a similar program, but is not given enough for everyone to receive the bonus. Out of thirty employees, only two or three receive one, he added.

**VOTE ON
MOTION:**

Motion carried by voice vote. Reps. Kloc, Pence and Rubel requested they be recorded as voting **NAY**. **Rep. VanOrden** will sponsor the bill on the floor.

H 630:

Rep. VanOrden spoke to **H 630**. The bill recognizes specialist certificates of career-technical instructors on the career ladder, she said. Many career-technical programs in the state are shut down because of lack of teachers, said Rep. VanOrden, such as agriculture and auto mechanic programs. **H 630** will help schools be able to attract career-technical teachers.

In response to questions from the committee, **Rep. VanOrden** said the primary goal of **H 630** is to help schools fill and retain teachers in positions which are difficult to fill.

Rep. Clow spoke in support of **H 630**. He said the bill creates consistency across the career ladder. Currently, people with many years of experience in a career-technical field must start on the first year and level of the career ladder.

In response to questions from the committee, **Tim Hill**, State Department of Insurance, said as the bill is written, there is no requirement schools use state funding as intended. There is also no requirement schools use funding as intended in the career ladder legislation, he added.

Rep. VanOrden said she felt sure districts will use the money for those career-technical education teachers, as those positions are difficult to fill.

Matt Compton spoke in support of **H 630**. He said he hopes the additional \$3,000 is meant for standard occupational certificate holders, and not those holding limited occupational specialist certificates. According to the Idaho Professional-Technical Website, said Mr. Compton, an individual may earn a Standard Occupational Specialist Certificate must also have completed some coursework in the pedagogy of teaching. **H 630** recognizes a specific type of position in Idaho Code, he added, which could be problematic if school districts' needs change in the future. The I.E.A. appreciates the committee's desire to ensure that school districts have the tools they need to recruit and retain career-technical education teachers, said Mr. Compton. The I.E.A. supports the ideas outlined in **H 630**, he said, and wants to be sure districts have the financial means to employ teaching staff in all programs. The I.E.A. also appreciates that under the additional language in this bill, the decisions regarding distribution of these funds will take place through the negotiations process in place at the district level, said Mr. Compton. Mr. Compton said the I.E.A. will urge the interim committee studying public school funding formula to scrutinize all areas of funding, including the policy outlined in **H 630**, to yield the best possible outcomes for students and teachers in Idaho.

Rob Winslow, Idaho Association of School Administrators, spoke **in support** of **H 630**. He said his district is in need of staff with these career-technical certificates.

MOTION: **Rep. Kloc** made a motion to send **H 630** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. VanOrden** will sponsor the bill on the floor.

H 477aaS: **Chairman DeMordaunt** asked **Rep. Kerby** to review the Senate amendments to **H 477aaS**, which would be on the floor for the House to concur.

Rep. Kerby said the first amendment made it possible for students of all schools involved with post-secondary scholarships to receive them. Because private schools are more expensive, he said, the amounts are \$1,000 for ten credits, \$2,000 for 20 credits, and \$4,000 for 40 credits earned during high school. The second change allows scholarship funding to come from many entities, instead of just those foundations and organizations which have contributed in the past.

In response to questions from the committee, **Rep. Kerby** said he believes matching funds can come from any foundations or businesses, except for foundations associated with the institution of higher learning.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 10:10 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary

Attachment 1
3-22-16

Teacher Shortage Areas
Nationwide Listing
1990-1991 through 2015-2016

March 2015

U.S. Department of Education
Office of Postsecondary Education



General Notes

Numbers in parenthesis tend to refer to grade levels, unless age is specified. For example, “(4-12)” refers to Grades 4 through 12.

For purposes of this Report, the term “State” refers to the 50 States in the nation (including Alaska and Hawai’i), the District of Columbia (DC), Palau, and the five United States Territories (American Samoa, Guam, Commonwealth of the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands).

No TSA proposal submitted – This indicates the State chose not to submit a TSA proposal for consideration.

No TSAs approved – This indicates a TSA proposal was submitted, but adequate information was not provided.

State declared no TSAs exist – This indicates the State sent a letter indicating that no shortage areas exist for the school year indicated.

Teacher Shortage Areas: According to 34 CFR 682.210(q)(8)(vii), “teacher shortage area” means an area of specific grade, subject matter or discipline classification, or a geographic area in which the Secretary determines that there is an inadequate supply of elementary or secondary school teachers. The Department encourages each State CSSO office to determine/derive its respective State’s proposed teacher shortage areas based on the prescribed methodology and other requirements discussed in the 34 CFR 682.210(q)(6)(iii). The percentage of each State’s proposed teacher shortage areas¹ should not exceed the automatic designated limit of five percent of the total of all of the unduplicated full-time equivalent (FTE) elementary and secondary teaching positions in the State in order for those specific areas to be considered as teacher shortage areas by the Department.

However, as stated in 34 CFR 682.210(q)(6)(iv), if the total number of proposed designated FTE elementary and secondary teaching positions does exceed five percent of the total number of elementary and secondary FTE teaching positions in a given State, then the applicable State’s Chief State School Officer must submit, with the list proposed areas, supporting documentation showing the methods used for identifying the specific shortage areas, and an explanation of the reasons why the Secretary should designate all of the proposed areas as teacher shortage areas.

¹ Calculation -- Teacher shortage areas as a percentage of the FTE teaching positions for all teachers in the State. A combination of the following unduplicated FTEs may be used to calculate teaching shortage area FTEs and the percentage of total FTEs: (a) teaching positions that are unfilled; (b) teaching positions that are filled by teachers who are certified by irregular, provisional, temporary, or emergency certification; and (c) teaching positions that are filled by teachers who are certified, but who are teaching in academic subject areas other than their area of preparation.

Special Education
Vocational/Technical

2011 - 2012

Computer
English/Reading
Foreign Languages
Hawaiian
Mathematics
Science
Special Education
Vocational/Technical

2012 - 2013

Statewide Academic Disciplines or Subject Matter

English
Mathematics
Science
Special Education
Vocational/Technical

2013 - 2014 and 2014 - 2015

Statewide Academic Disciplines or Subject Matter

English/Reading
Mathematics
Science
Special Education
Vocational/Technical

2015 - 2016

Statewide Academic Disciplines or Subject Matter

English/Reading
Hawaiian
Hawaiian Immersion
Mathematics
Science
Special Education

Vocational/Technical

IDAHO

1990 - 1991 through 1995 - 1996

Special Education for Handicapped Children
(Age 3 – Grade 12)

1996 - 1997

No TSA proposal submitted

1997- 1998 and 1998 - 1999

Special Education for Handicapped Children
(Age 3 – Grade 12)

1999 - 2000 through 2001 - 2002

No TSA proposal submitted

2002 - 2003

Agricultural Science and Technology
Art
Biological Science
Business Education
Early Childhood-Special Education
Earth Science
English as a Second Language
English/Language Arts
Family and Consumer Science (Home Economics)
Foreign Language (Individual Languages)
Health
Humanities
Mathematics (Standard or Basic)
Music
Physical Education
Physical Science
Reading
Social Studies
Speech and Drama
Standard Elementary Teacher
Standard Exception Child (Teacher)

Technology Education (Industrial Arts)
Vocational Business Education

2003 - 2004

No TSA proposal submitted

2004 - 2005 and 2005 - 2006

Ag Science
Art
Bilingual Education
Biological Science
Business Education/Voc. Business Education
Communications
Computer Applications
Drama
Driver Education
Early Childhood – Special Education
Earth Science
Economics
English as a Second Language
English/Language Arts
Family and Consumer Science
Family and Consumer Science (Home Economics)
Foreign Language (Individual Languages)
Gifted/Talented
Health
Humanities
Math (Standard or Basic)
Music
Natural Science
Physical Education
Physical Science
Psychology
Reading
Social Studies
Standard Elementary Teacher
Standard Exceptional Child (Teacher)
Technology Education (Industrial Arts)

2006 - 2007

Ag Science/Technology
Art
Bilingual Ed/ESL

Biology
Business Ed Technology
Communications
Drama
Driver's Education
Earth Science
EC/ECSE-Blend
Economics
Ed Media Generalist
English
Family Consumer Science
Foreign Language
 French
 German
 Latin
 Spanish
Geography
Gifted/Talented
U.S. Government
Health
Humanities
Journalism
Math
 Basic
 Standard
Music
Natural Science
Physical Education
Phys Ed/Health
Physical Science
Political Science
Psychology
Reading
Social Studies
Speech/Language Pathologist
Standard Elementary
Standard Exceptional Child
Technology Education

2007 - 2008

Ag Science/Technology
Art
Bilingual Ed/ESL
Biology
Business Ed Technology
Chemistry

Communications
 Computer Applications
 Drama
 Driver's Education
 Earth Science
 EC/ECSE-Blended
 Economics
 Education Media Generalist
 English
 Family Consumer Science
 Foreign Languages
 Geography
 Gifted/Talented
 Health
 History
 Humanities
 Journalism
 Mathematics
 Music
 Natural Science
 Physical Education/Health
 Physical Education
 Physical Science
 Physics
 Psychology
 Reading
 Social Studies
 Speech/Language Pathologist
 Standard Elementary
 Standard Exceptional Child
 Technology Education
 U.S. Government/Political Science

2008 - 2009 and 2009 - 2010

Ag Science/Technology
 Art
 Bilingual Ed
 Biology
 Business Ed Technology
 Chemistry
 Communications
 Communications/Drama
 Drama
 Driver's Education
 Earth Science/Geology
 EC/ECSE-Blended

Economics
 Education Media Generalist
 English
 English as a New Language
 Family Consumer Science
 Foreign Languages
 Geography
 Gifted/Talented
 Health
 History
 Humanities
 Journalism
 Mathematics
 Music
 Natural Science
 Physical Education
 Physical Science
 Physics
 Psychology
 Reading
 Social Studies
 Standard Elementary
 Standard Exceptional Child
 General
 Hearing Impaired
 Technology Education
 U.S. Government/Political Science

2010 - 2011

Ag Science/Technology
 American Sign Language
 Art
 Biology Science
 Business Ed Technology
 Chemistry
 Communications
 Drama
 Earth Science/Geology
 EC/ECSE-Blended
 Economics
 English
 English as a New Language (ENL)
 Family Consumer Science
 Foreign Language
 Geography
 Gifted/Talented

Health
 Health Occupations
 History
 Journalism
 Library Media Specialist
 Literacy
 Mathematics
 Music
 Natural Science/General Science
 Physical Education
 Physical Science
 Physical Therapy
 Physics
 Professional Technical
 Psychology
 Social Studies
 Standard Elementary
 Standard Exceptional Child – General
 Technology Education
 U.S. Government/Political Science

2011 - 2012

American Sign Language
 Art
 Biology Science
 Business Ed Technology
 Chemistry
 Communications
 Drama
 Earth Science/Geology
 EC/ECSE-Blended
 Economics
 English
 English as a New Language (ENL)
 Family Consumer Science
 Geography
 Gifted/Talented
 Health
 History
 Journalism
 Library Media Specialist
 Literacy
 Mathematics
 Music
 Natural Science/General Science
 Physical Education

Physical Science
 Physics
 Psychology
 Social Studies
 Standard Elementary
 Standard Exceptional Child – General

2012 - 2013

Statewide Academic Disciplines or Subject Matter

Agricultural Science/Technology
 American Sign Language
 Art
 Biological Science
 Business Technology Education
 Chemistry
 Communications
 Drama
 Earth Science/Geology
 Early Childhood/Early Childhood Special
 Education-Blended
 Economics
 English
 English as a New Language (ENL)
 Family Consumer Science
 Foreign Language
 Geography
 Gifted/Talented
 Health
 Health Occupations
 History
 Journalism
 Library Media Specialist
 Literacy
 Mathematics
 Music
 Natural Science/General Science
 Physical Education
 Physical Science
 Physical Therapy
 Physics
 Psychology
 Social Studies
 Standard Elementary
 Standard Exceptional Child – General

Professional-Technical
Technology Education
U.S. Government/Political Science

2013 - 2014

Statewide Academic Disciplines or Subject Matter

American Government/Political Science
(Grades 6 – 12)
Art (Grades 6 – 12)
Automotive Technology
Basic Mathematics
Bilingual Education (Kindergarten –
Grade 12)
Biological Science (Grades 6 – 12)
Chemistry (Grades 6 – 12)
Communication (Grades 6 – 12)
Consulting Teacher
Dance (Grades 6 – 12)
Debate (Grades 6 – 12)
Drama (Grades 6 – 12)
Earth Science (Grades 6 – 12)
Economics (Grades 6 – 12)
Electronic Technology
English (Grades 6 – 12)
English as a New Language (Kindergarten –
Grade 12)
Family/Consumer Sciences (Grades 6 -
12)
French (Grades 6 – 12)
Generalist (Kindergarten – Grade 12)
Gifted and Talented (Kindergarten –
Grade 12)
Health (Grades 6 -12)
Hearing Impaired (Kindergarten – Grade 12)
History (Grades 6 -12)
Humanities (Grades 6 -12)
Library Media Specialist (Kindergarten –
Grade 12)
Literacy (Kindergarten – Grade 12)
Marketing Technology Education (Grades
6 - 12)
Mathematics (Grades 6 -12)
Music (Kindergarten – Grade 12)
Natural Science (Grades 6 -12)

Physical Education
Physical Science (Grades 6 -12)
Physics (Grades 6 -12)
Psychology (Grades 6 -12)
Small Engine Repair
Social Studies (Grades 6 -12)
Spanish
Special Education Blended (Birth – Grade 3)
Standard Elementary
Technology Education (Grades 6 -12)
Television Production/Broadcasting
Welding
Work-Based Learning Coordinator

2014 - 2015

Statewide Academic Disciplines or Subject Matter

Agricultural Science and Technology
(Grades 6-12)
American Government/Political Science
(Grades 6 - 12)
American Sign Language (Kindergarten –
Grade 12)
Art (Grades 6 - 12)
Basic Mathematics
Biological Science (Grades 6 - 12)
Business Technology Education (Grades
6 - 12)
Chemistry (Grades 6 - 12)
Chinese (Grades 6 - 12)
Communication (Grades 6 - 12)
Consulting Teacher
Drama (Grades 6 - 12)
Early Childhood/Early Childhood Special
Education Blended (Birth – Grade 3)
Earth Science (Grades 6 – 12)
Economics (Grades 6 – 12)
Emergency Medical Technician
English as a New Language (Kindergarten –
Grade 12)
Family/Consumer Sciences (Grades 6 –
12)
Foreign Language (Kindergarten – Grade 12)
French (Grades 6 – 12)
Generalist – Special Education (Kindergarten

– Grade 12)
 Geography (Grades 6 -12)
 German (Grades 6 -12)
 Gifted and Talented (Kindergarten – Grade 12)
 Health
 Health Occupations (Grades 6 -12)
 Hearing Impaired (Kindergarten – Grade 12)
 History (Grades 6 -12)
 Humanities (Grades 6 -12)
 Law Enforcement
 Library Media Specialist (Kindergarten – Grade 12)
 Literacy (Kindergarten – Grade 12)
 Marketing Technology Education (Grades 6 – 12)
 Mathematics (Grades 6 -12)
 Music (Kindergarten – Grade 12)
 Natural Science (Grades 6 -12)
 Physical Education
 Physical Science (Grades 6 -12)
 Physics (Grades 6 -12)
 Psychology (Grades 6 -12)
 Social Studies (Grades 6 -12)
 Spanish
 Standard Elementary
 Technology Education (Grades 6 -12)
 Welding
 Work-Based Learning Coordinator

2015 – 2016

Statewide Academic Disciplines or Subject Matter

Agricultural Science and Technology
 (Grades 6-12)
 All Subjects Kindergarten – Grade 8
 (Elementary)
 American Government/Political Science
 (Grades 6 - 12)
 Art (Grades 6 - 12)
 Automotive Technology (Grades 6 - 12)
 Basic Mathematics
 Bilingual Education (Grades 6 -12)
 Biological Science (Grades 6 -12)
 Birth – Grade 3
 Business Technology Education (Grades

6 - 12)
 Chemistry (Grades 6 - 12)
 Communication (Grades 6 - 12)
 Dance (Grades 6 – 12)
 Drama (Grades 6 – 12)
 Earth Science (Grades 6 – 12)
 Economics (Grades 6 – 12)
 English (Grades 6 -12)
 English as a New Language (Kindergarten – Grade 12)
 Family/Consumer Sciences (Grades 6 – 12)
 Foreign Language (Kindergarten – Grade 12)
 French (Grades 6 – 12)
 Generalist – Special Education (Kindergarten – Grade 12)
 Geography (Grades 6 -12)
 German (Grades 6 - 12)
 Gifted and Talented (Kindergarten – Grade 12)
 Graphic Design (Grades 6 -12)
 Health
 Health Occupations
 Hearing Impaired (Kindergarten – Grade 12)
 History (Grades 6 -12)
 Humanities (Grades 6 -12)
 Literacy (Kindergarten - Grade 12)
 Mathematics (Grades 6 -12)
 Music (Kindergarten – Grade 12)
 Natural Science (Grades 6 -12)
 Nursing Assistant (Grades 6 – 12)
 Physical Education
 Physical Science (Grades 6 -12)
 Physics (Grades 6 -12)
 Psychology (Grades 6 -12)
 Social Studies (Grades 6 -12)
 Sociology (Grades 6 – 12)
 Spanish

ILLINOIS

1990 - 1991 through 1992 - 1993

Bilingual Education (K-12)
 English as a Second Language (K-12)
 Social/Emotional Disorders (K-12)
 Speech/Language Impaired (K-12)

2014-2015 Alternative Authorizations Year-End Report
Provisional Authorizations (by Endorsement)

Attachment 2
3-22-16

Number Issued	Alphabetical Order
2	Agricultural Science and Technology 6/12
25	All Subjects K/8
4	Biological Science 6/12
1	Birth to Grade 3
3	Business Technology Education 6/12
1	Chemistry 6/12
1	Chinese K/12
2	Communication 6/12
2	Counselor K/12
1	Director of Special Education and Related Services Pre-K/12
1	Earth Science 6/12
1	Economics 6/12
12	English 6/12
2	English as a New Language K/12
3	Family and Consumer Sciences 6/12
22	Generalist K/12
1	Geography 6/12
1	German 6/12
5	Health 6/12
1	Health Occupations 6/12
3	History 6/12
20	Mathematics 6/12
1	Music 6/9
4	Music 6/12
8	Natural Science 6/12
5	Physical Education 6/12
3	Physical Education K/12
4	Physical Science 6/12
4	Physics 6/12
2	School Nurse
2	School Principal Pre-K/12
1	Social Studies 6/12
3	Spanish 6/12
2	Spanish K/12
1	Speech-Language Pathologist
1	Sports Medicine/Athletic Trainer 6/12
1	Superintendent
1	Teacher Librarian K/12
2	Technology Education 6/12
159	Endorsements
149	Teachers

Number Issued	Rank Order by Endorsement
25	All Subjects K/8
22	Generalist K/12
20	Mathematics 6/12
12	English 6/12
8	Natural Science 6/12
5	Health 6/12
5	Physical Education 6/12
4	Biological Science 6/12
4	Music 6/12
4	Physical Science 6/12
4	Physics 6/12
3	Business Technology Education 6/12
3	Family and Consumer Sciences 6/12
3	History 6/12
3	Physical Education K/12
3	Spanish 6/12
2	Agricultural Science and Technology 6/12
2	Communication 6/12
2	Counselor K/12
2	English as a New Language K/12
2	School Nurse
2	School Principal Pre-K/12
2	Spanish K/12
2	Technology Education 6/12
1	Birth to Grade 3
1	Chemistry 6/12
1	Chinese K/12
1	Director of Special Education and Related Services Pre-K/12
1	Earth Science 6/12
1	Economics 6/12
1	Geography 6/12
1	German 6/12
1	Health Occupations 6/12
1	Music 6/9
1	Social Studies 6/12
1	Speech-Language Pathologist
1	Sports Medicine/Athletic Trainer 6/12
1	Superintendent
1	Teacher Librarian K/12

AGENDA
HOUSE EDUCATION COMMITTEE
9:00 A.M.
Room EW41
Thursday, March 24, 2016

SUBJECT	DESCRIPTION	PRESENTER
	Approval of Minutes	

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep Dixon
Vice Chairman VanOrden	Rep Gestrin	Rep Kerby
Rep Shepherd	Rep Harris	Rep Pence
Rep Wills	Rep Mendive	Rep Kloc
Rep Boyle	Rep McDonald	Rep Rubel

COMMITTEE SECRETARY

Jenifer Cavaness-Williams
Room: EW49
Phone: 332-1148
email: hedu@house.idaho.gov

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Thursday, March 24, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Vice Chairman VanOrden, Representative(s) Wills, Boyle, Clow, McDonald, Rubel

GUESTS: None

Chairman DeMordaunt called the meeting to order at 9:01 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes of March 14, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Mendive** made a motion to approve the minutes of March 16, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Mendive** made a motion to approve the minutes of March 17, 2016, 9:00 a.m. **Motion carried by voice vote.**

MOTION: **Rep. Harris** made a motion to approve the minutes of March 17, 2016, 2:30 p.m. **Motion carried by voice vote.**

MOTION: **Rep. Mendive** made a motion to approve the minutes of March 18, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Mendive** made a motion to approve the minutes of March 21, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Mendive** made a motion to approve the minutes of March 22, 2016. **Motion carried by voice vote.**

Chairman DeMordaunt thanked **Rep. Mendive** and **Rep. Rubel** for being the proofreaders of the minutes. He thanked **Hailey Critchfield**, House Page, for her service to the House Education Committee, and presented gifts and a card from the committee members. He asked her to sit at the chairman's position and comment on her experience.

Hailey Critchfield, House Page, commented the experience as page was not what she expected it would be. It was fun, and committee members were fun and patient. She enjoyed serving as page to the committee, and would not have wanted to serve on any other committee.

Chairman DeMordaunt thanked the secretary, **Jenifer Cavaness-Williams**, for her work with the committee.

Chairman DeMordaunt said, although the work is not done, the House Education Committee had done a lot of work over recent years, and laid the foundations for student achievement and growth. He thanked the committee members for their work.

Rep. Pence said her farewell to the House Education Committee, as she would not be running for office again. She said she felt she was leaving the committee in good hands, and it had done well adapting to changes in technology and education.

Rep. Kerby said, in his twenty years of involvement at the state level with education, he felt the legislature had never been as effective in making positive contributions to education, with the judicious use of funds, as it had been recently.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 9:12 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary